DOCUMENT RESUME

ED 070 767 SP 007 345

TITLE Music Curriculum Guide. K-6.
INSTITUTION Parsippany - Troy Hills Board of Education, Parsippany, N.J.
NOTE 117p.

EDRS PRICE MF-$0.65 HC-$6.58
DESCRIPTORS *Curriculum Guides; *Elementary Education; *Elementary School Curriculum; Grade 1; Grade 2; Grade 3; Grade 4; Grade 5; Grade 6; *Music Appreciation; *Music Education

ABSTRACT

GRADES OR AGES: Grade K-6. SUBJECT MATTER: Elementary Music. ORGANIZATION AND PHYSICAL APPEARANCE: This instructional guide is divided into seven sections covering grade levels K-6. The introductory material includes a statement of purpose for the teacher. Each section is presented in three columns: concept and skills, teacher and pupil activities, and resources. The guide is lithographed and spiral bound with a soft cover. OBJECTIVES AND ACTIVITIES: The objectives are listed under Concepts and Skills. Detailed activities are suggested. INSTRUCTIONAL MATERIALS: Records, instruments, songs, books, films and additional materials are listed under Resources. STUDENT ASSESSMENT: No provision is made for student evaluation. (MJM)

SP 001 345

ED 070767

JUL 13 1971

MUSIC

CURRICULUM GUIDE

K-6

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

SP002345

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

1

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

ELEMENTARY MUSIC GUIDE

TABLE OF CONTENTS

FOREWORD

TO THE TEACHER

INSTRUCTIONAL GUIDE FOR ELEMENTARY MUSIC

CONCEPTS AND ACTIVITIES

GRADE	PAGE
K	1 - 11
1	12 - 21
2	22 - 32
3	33 - 50
4	51 - 74
5	75 - 95
6	96 - 113

FILMED FROM BEST AVAILABLE COPY

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

ELEMENTARY MUSIC GUIDE

FOREWORD

As you study the history of man, you will discover that a great part of the history of this culture can be found in his music. It has been a vital part of his life and an avenue for his personal expression that language alone cannot fulfill. The child will find his own potential for musical expression as he is given the opportunity to explore the important elements of rhythm, melody, and harmony, and is encouraged to try his own performance of these skills through singing and playing an instrument.

The Music Committee is to be commended for its work, especially Beatrice Schattschneider, who has seen the need for a more comprehensive guide in the area of elementary vocal music.

GEORGE A. OLDHAM
Superintendent

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

ELEMENTARY MUSIC GUIDE

TO THE TEACHER

This guide is made available to you as proposed in the Year of Assessment, and as developed by fellow professionals on the Central Curriculum Committee. It is their desire to present a challenge for you to explore the great variety of musical activities in which the children of your classroom can be involved.

The true appreciation of music is contingent upon knowledge. The study of music structure and literature will increase the child's understanding of music and therefore increase his capacity for the enjoyment of music as an art. The classroom teacher has the primary responsibilty for the teaching of music in her classroom. The music teacher consultant visits the classroom periodically to reinforce the technical aspects of music. It is the classroom teacher, however, who motivates music experience through all the other facets of curriculum and integrates it with art and social studies to make it a living and viable experience for children. We implore you to explore your guide and discover what you can do to increase your own and your students' appreciation of music. Make suggestions to the music teacher consultant, and you will find her helpful in integrating music in your regular lesson plan.

Grateful acknowledgement is extended to Lena Cannella, a member of the Music Committee who took part in the motivation and writing of this document. Special recognition is given, however, to Beatrice Schattschneider, who performed yeoman service in its development.

John E. Sheehy
Assistant Superintendent, Instruction

ELEMENTARY MUSIC GUIDE	PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS	KINDERGARTEN
CONCEPTS AND SKILLS	TEACHER AND PUPIL ACTIVITIES	RESOURCES
I. LISTENING		
A. Enjoyment	Listen to music for enjoyment, mood, and story. For pupil listening the teacher can use her own singing voice, recordings, the piano, or other rhythm or melody instruments.	See AVA listing in your school.
B. Loud and Soft (dynamics)	Compare compositions which are louder or softer than each other.	VOCAL BRAHM'S LULLABY - This Is Music Allyn and Bacon Book 3 O'SUSANNA - This Is Music Allyn and Bacon Book 3 RECORDED (Instrumental) THE SWAN from "The Carnival of the Animals" Saint-Saens ROYAL MARCH OF THE LIONS from "The Carnival of the Animals" Saint-Saens
	Compare and play instruments which are louder or softer than each other - large drums and large cymbals to loud music, and small drums and finger cymbals to soft music. Stamp, leap, or clap vigorously to loud music. Tiptoe, sway, or slide to soft music. Children can create "sound effects" with voices or instruments.	Standard set of rhythm instruments. Tuned bells

CONCEPTS AND SKILLS	TEACHER AND PUPIL ACTIVITIES	RESOURCES
C. Fast and Slow (tempo)	Recognize familiar songs which are fast or slow and then compare them with each other.	FAST THIS OLD MAN RIG-A-JIG-JIG SLOW ROCK-A-BYE BABY LITTLE BOY BLUE
	Listen to recordings which are fast or slow, and then compare them with each other.	FAST WILD DONKEYS (listed as Wild Horses on some recordings) from "The Carnival of the Animals" Saint-Saens SLOW TURTLES from "The Carnival of the Animals" Saint-Saens
D. Changes of Tempo	Use songs which indicate changes in tempo.	GAME SONG WHERE IS THE PEBBLE? Making Music Your Own Silver Burdett Book I
	Listen to recordings which change tempo.	RECORDING "GOLLIWOG'S CAKEWALK" from Children's Corner Suite - Debussy
	Use body movements to music.	RECORDING THE ELEPHANT from Learning Basic Skills Through Music SONG NEW RIVER TRAIN Making Music

CONCEPTS AND SKILLS	TEACHER AND PUPIL ACTIVITIES	RESOURCES
E. High and Low	Learn meaning of high and low through the use of play activities, such as the see-saw, bouncing a ball, etc.	SONG SEE-SAW, MARGERY DAW Music Round the Clock Follet page 30
	Use rhythm and melody instruments which are high and low pitched, and compare to discover "higher" and "lower" sounds.	Standard rhythm and melody instruments.
	Use recordings which have high and low voices and high and low instrument sounds.	RECORDINGS HIGH HENS AND COCKS "The Carnival of the Animals" Saint-Saens LOW THE ELEPHANT "The Carnival of the Animals" Saint-Saens
	Use finger and hand plays.	
	Draw high and low lines on board or easel.	
	Enlist the story of "The Three Bears".	
F. Recognizing Tonal Patterns	Through the following experiences, specific patterns of repeated and changing tones can be explored: The teacher may sing or play repeated tones and have the children sing them back, attempting to match the tones the teacher has sung or played. (This will take repetition!)	

CONCEPTS AND SKILLS	TEACHER AND PUPIL ACTIVITIES	RESOURCES
	Follow the same procedure with different tones. Many question and answer games can be devised.	Song using similar tones and skipping tonal pattern - TWINKLE, TWINKLE LITTLE STAR
	Follow the same procedure with ascending and descending tonal patterns and skips.	Song using ascending and descending tonal patterns and skips - MY LITTLE PONY New Music Horizons, Book One Silver Burdett
	Use tuned bells or make tuned bottles, using identical bottles filled with various levels of water.	See Teacher's Edition of Making Music Your Own, Silver Burdett Book One, page 77 Tuned bells are located in each school or available through Peripole.
G. Harmony	Use recordings which have several voices or instruments singing or playing at the same time to illustrate harmony.	See AVA listing in your school.
	Use a harmony instrument (guitar, piano, autoharp) to show that songs can be accompanied by harmony.	
II. RHYTHM		
A. Music always involves rhythm. Rhythm is the basic element of music.	Experiment with different types of rhythmic movements such as running, skipping, walking, etc. Use the piano, drum or records.	Piano music for rhythmic activities is located in the index of all good teachers' manuals. Parsippany Schools have the teachers' edition of This Is Music, Book One Allyn and Bacon. Consult your school record library for recordings.

CONCEPTS AND SKILLS	TEACHER AND PUPIL ACTIVITIES	RESOURCES
	Recognize and explore different kinds of rhythmic sounds and movements that are part of the child's environment. Rhythm of names, rhymes, movements of people, ticking clocks, heartbeats, train wheels, drum beat, etc.	Environmental sounds plus rhythm instruments. RECORDING LEARNING BASIC SKILLS THROUGH MUSIC
	Use singing games.	DID YOU EVER SEE A LASSIE? LOOBY LOO THE MUFFIN MAN THE MULBERRY BUSH ROUND AND ROUND THE VILLAGE LONDON BRIDGE (see last page for additional listings)
	Use the Rhythm Band Instruments. This should be developed gradually and after a very modest beginning - children should keep with the beat of the music. 1. Start with clapping to the beat. 2. Use only rhythm sticks. 3. Add one or two other instruments. 4. Gradually add all the instruments in unison playing. 5. Divide instruments into sections - sometimes one section is quiet while the others play, or plays only when its "theme" appears.	Standard set of rhythm instruments for a complete class (Consult Peripole Catalogue) Various ideas concerning grouping rhythm instruments with the music may be obtained from your music consultant.

CONCEPTS AND SKILLS	TEACHER AND PUPIL ACTIVITIES	RESOURCES
	Draw or finger paint ot music to stimulate body movement. Also "dramatize" the music through body movements.	Suggested recordings: THE SYNCOPATED CLOCK Anderson BLUE DANUBE WALTZ Strauss THE NUTCRACKER SUITE Tschaikowsky, and many other recordings which are in your school library.
III. SINGING		
A. Learn to enjoy singing in tune and with a light and clear tone quality.	Use tone games and echo songs to learn to match tones. (Songs and phrases should be short.)	WHAT IS YOUR NAME? from Learning Basic Skills Through Music - Hap Palmer
	Pretend to be a whistle "too, too, too", cat, wind, bird, etc.	
	Use refrain songs.	YANKEE DOODLE THIS OLD MAN
	No heavy or loud singing should be allowed. Light and clear tone quality should be stressed.	
	Encourage children to sing alone or in small groups.	Use ONE,TWO, THREE, FOUR, FIVE, SIX, SEVEN from This Is Music Book One, Allyn and Bacon Teacher's Edition and add WHERE ARE YOU? by class; Individual responds with HERE I AM on the same pitch.

CONCEPTS AND SKILLS	TEACHER AND PUPIL ACTIVITIES	RESOURCES
	For ascending and descending tones, have the children sing up and down a few scale tones using numbers. "1, 2, 3" - "3, 2, 1"	
	Introduce simple rounds during the last part of the school year.	ROW ROW, ROW YOUR BOAT FRERE JACQUES
	Phrase-wise method of teaching a rote song: 1. Sing the song to the children asking them to listen for specific things about the song, then have them answer your questions. 2. Sing the song again and ask the children to hum with you. 3. Sing the first phrase of the song to the children and have them sing it with you after they have listened. (Repeat this procedure until the children sing it correctly.) 4. Follow procedure #3 with the second phrase. 5. Sing the first and second phrases together to the children and have them sing them together with you after they have listened. (Repeat this procedure until the children sing it correctly.) 6. Follow procedure #3 with the third phrase.	

CONCEPTS AND SKILLS

TEACHER AND PUPIL ACTIVITIES

7. Follow procedure #3 with the fourth phrase.

8. Follow procedure #5 with the third and fourth phrases.

9. Sing the entire song to the children.

10. Use an accompaniment so the children can hear the song with harmony after they are very sure of the melody.

RESOURCES

For songs under the following classifications, use the classified index in the Teacher's Edition of THIS IS MUSIC, KINDERGARTEN, Follett; or consult any of the other teachers' manuals or the music specialist in your school:

School, Home and Family, Motion, Community, Counting, Animals, The Farm, Circus, and Zoo, Holidays, Weather, Seasons, Travel, etc.

Additional Song Books:

THIS IS MUSIC, BOOK ONE -Follett
MAKING MUSIC YOUR OWN, BOOK ONE - Silver Burdett
SINGING FUN -Webster Division, McGraw - Hill Book Co.

CONCEPTS AND SKILLS	TEACHER AND PUPIL ACTIVITIES	RESOURCES
		MORE SINGING FUN - Webster Division, McGraw -Hill Book Co. EXPLORING MUSIC BOOK ONE, Teacher's Manual -Holt Rinehart Winston THE FIRESIDE BOOK OF CHILDRENS SONGS - Simon and Schuster RECORDINGS BEST-LOVED FAIRY TALES, Volumes one and two. NUTCRACKER SUITE -Tschaikowsky RUDOLPH THE RED-NOSED REIN - DEER AND OTHER CHILDREN'S SONGS PETE SEEGER'S CHILDREN'S CONCERT CHILDREN'S CORNER SUITE - Debussy CARNIVAL OF THE ANIMALS- Saint-Saens SEGOVIA PLAYING CLASSICAL GUITAR SYNCOPATED CLOCK AND OTHERS- Leroy Anderson TUBBY THE TUBA -Decca SING' 'N DO RECORDS - Sing "N Do Co., Inc. 214 Goodwin Ave, Midland Park, N.J.

CONCEPTS AND SKILLS	TEACHER AND PUPIL ACTIVITIES	RESOURCES
		LEARNING BASIC SKILLS THROUGH MUSIC - Hap Palmer, Album AR514 volume 1, Activity Records, Educational Activities, Inc. Freeport, Long Island, N. Y. SUITE BERGAMASQUE -Debussy TOY SYMPHONY -Haydn FILMS Consult the County Film Library listing for films suitable for your class. BOOKS FOR RHYTHMS AND DANCES from Folkraft Records 1.59 Broad Street Newark, New Jersey RHYTHMS FOR GROUP ACTIVITIES #22 DANCE STEPS #21 FUNDAMENTAL STEPS AND RHYTHMS #20 SONG PLAYS (from Dance Syllabus) FOLK DANCES (from Dance Syllabus) All recordings (unless otherwise listed) are available through: Educational Record Sales 157 Chambers Street New York, New York 10007

CONCEPTS AND SKILLS	TEACHER AND PUPIL ACTIVITIES	RESOURCES
		The County Library has begun a Record Library to which they are continually adding records. However, a list is not available for school use. Consult the Library Catalogue for what you need. They have many good records which can be borrowed on the same basis as books.

CONCEPTS AND SKILLS	TEACHER AND PUPIL ACTIVITIES	RESOURCES
I. LISTENING		
A. Enjoyment	Listen to music for enjoyment, mood, and story.	See AVA listing in your school.
	Play compositions for various moods to show the children that music changes "feelings".	CHANGES IN MOOD NUTCRACKER SUITE - Tschailovsky CHILDREN'S CORNER SUITE - Debussy SYNCOPATED CLOCK - Anderson CARNIVAL OF THE ANIMALS - Saint - Saens
B. Creativity	Encourage creativity by encouraging children to dramatize through bodily movements what they have heard in the music.	
	Allow children to draw what the music has said to them.	
C. Discrimination of Tone Color in Music	Discover, identify, and discribe the difference between speaking and singing sounds.	
	Compare the sound of a pattern or phrase when sung by an individual child with the sound of the same pattern or phrase sung by other individuals or the group.	
	Compare the difference in timbre between men's and women's voices.	Use the men's and women's voices on SPACE SONGS - Tom Glazer
	Explore the characteristic sounds of percussion instruments, tonal instruments, and harmony instruments.	

CONCEPTS AND SKILLS	TEACHER AND PUPIL ACTIVITIES	RESOURCES
	Recognize by sight and sound selected instruments of the band and orchestra.	Bells, triangle, tambourine, piano, guitar, violin, trumpet, tuba, drum. RECORDINGS TUBBY THE TUBA -Decca MEET THE INSTRUMENTS-Bowmar RUSTY IN ORCHESTRAVILLE-Bernstein
D. Harmony	Use recordings which have several voices or instruments singing or playing at the same time to illustrate harmony. Use a harmony instrument (guitar, piano, autoharp) to show that songs can be accompanied by harmony.	See AVA listing in your school.
E. Phrases	Explain that a musical phrase is a group of notes which belong together. Illustrate phrases by singing or playing them. In a familiar song (or even new one) ask the children which phrases sound the same and which sound different in melody. Ask them where the music stays the same but the words change and to identify similar and different phrases.	SONG ILLUSTRATION TWINKLE, TWINKLE LITTLE STAR

CONCEPTS AND SKILLS	TEACHER AND PUPIL ACTIVITIES	RESOURCES
F. Form	Through the various experiences of singing, listening, playing, and creating the children will discover that music is composed of similar and contrasting sections.	
II. RHYTHM	Through listening, singing, body movements, and the use of instruments, children will have numerous opportunities to respond to rhythmic nature of music - pulse (beat), rhythm patterns, and accent. They will also be adopting their movements to set tempos. These activities will provide a foundation for a systematic study of rhythm.	Standard rhythm instruments.
A. Steady Beat	Keep time with body movements or rhythm instruments to a steady beat (children clap, clap, clap, etc. while teacher plays a steady beat on the drum.)	RECORDINGS LEARNING BASIC SKILLS THROUGH MUSIC -Hap Palmer Album AR514, Volume One Activity Records Educational Activities, Inc. Freeport, Long Island, New York
B. Accented Beat	Keep time with body movements or rhythm instruments to an accented beat. Identify the strong beat in music as the accented beat. Clap $\overset{>}{1}, 2, 3, 4, - \overset{>}{1}, 2, 3, 4$ by clapping 1 strong and 2, 3, 4 lighter. Clap $\overset{>}{1}, 2, \overset{>}{3}, 4 - \overset{>}{1}, 2, \overset{>}{3},$ 4 by clapping 1 and 3 strong and 2 and 4 lighter.	

CONCEPTS AND SKILLS	TEACHER AND PUPIL ACTIVITIES	RESOURCES
	Clap 1, 2, 3 - 1 stronger and 2 and 3 lighter.	
C. Changing Beat	Clap 1, 2 - 1 stronger, 2 lighter. Change from 1, 2, 3, 4 to 1, 2, 3.	SONG ILLUSTRATION DRUM SONG - Music Round the Clock Book One, Follett Page 61 Clap 1, 2, or use rhythm instruments.
D. Changing Tempo	Use body movements or instruments to music which changes tempo.	RECORDING GOLLIWOG'S CAKEWALK - Children's Corner Suite - Debussy
E. Melodic Rhythm	The children will discover that in addition to clapping the beat we can also clap the rhythm of the melody. Singing games and dances are fun.	Use any familiar song. See last page.
III. NOTATION	The children should learn that some notes are longer than others and that sometimes we have silence in music. They should be able to identify and feel the following notes and rests and know their values. Use the following sequence. ♩ QUARTER NOTE - 1 count or beat 𝄽 QUARTER REST - 1 count or beat	

CONCEPTS AND SKILLS	TEACHER AND PUPIL ACTIVITIES	RESOURCES
	HALF NOTE - 2 counts or beats HALF REST - 2 counts or beats DOTTED HALF NOTE - 3 counts or beats WHOLE NOTE - 4 counts or beats WHOLE REST - 4 counts or beats EIGHTH NOTE - 1/2 count or beat EIGHTH REST - 1/2 count or beat The children should also recognize the following: BAR LINE DOUBLE BAR G CLEF OR TREBLE CLEF STAFF MEASURE The children will enjoy playing, clapping, stepping, rhythm and instrument games to feel the value of notes and rests.	

CONCEPTS AND SKILLS	TEACHER AND PUPIL ACTIVITIES	RESOURCES
	Towards the end of the year, the children will enjoy looking at the notes from their music books.	MUSIC ROUND THE CLOCK, Book One, Children's Edition - Follett
	Games with music flash cards are fun.	Standard set of music flash cards (listed in most school supply catalogues)
	The children should learn that notes which are written on staff lines are called "line notes" and notes which are written in staff spaces are called "space notes".	
A. Creativity	Original songs, using the notes and rests which the children know, are fun to write towards the end of the year.	
	Children can make their own rhythm instruments.	
IV. SINGING		
A. Learn to enjoy singing in tune and with a light and clear tone quality.	No heavy or loud singing should be allowed. Light and clear tone quality should be stressed.	
	To encourage good tone quality and to help the children sing accurate pitches, singing "conversations" between teacher and child, questions and answers and songs with echoes will be useful.	GREETING SONG from This Is Music Book One - Follett, page 15 MUSIC ROUND THE CLOCK - Follett pages 41-45
	Use tone bells to help further increase the child's understanding of high, low, same, and different pitches.	

CONCEPTS AND SKILLS	TEACHER AND PUPIL ACTIVITIES	RESOURCES
	Choose songs with melodic appeal, melodic simplicity and words that children understand.	
	Dramatizing songs can be fun, also singing games and some simple folk dances.	If you need additional materials, see your music consultant.
	Let children listen to the song many times before attempting to sing. For example of teaching a rote song by phrase method, see Kindergarten Unit on Singing.	
	Integrate songs with school program and home life, and be sure to keep songs within a child's vocal range.	
	Encourage the children to sing alone or in small groups.	
	As an introduction to singing in harmony, continue the rounds taught in Kindergarten and teach a few more simple ones. The children will also enjoy singing one or two foreign language songs. (See index of your Teacher's Manual)	ROW, ROW, ROW YOUR BOAT FRERE JACQUES (The two above rounds can even be sung together for added fun) SCOTLAND'S BURNING SWEETLY SINGS THE DONKEY For the songs under the following classifications, use the classified index in the Teacher's Edition of THIS IS MUSIC, Book One Follett; or consult any of your other teacher's manuals or the music specialist in your school.

CONCEPTS AND SKILLS

TEACHER AND PUPIL ACTIVITIES

RESOURCES

School, Home and Family, Community Counting, Motion, Animals, The Farm, Circus and Zoo, Holidays, Weather, Travel, etc.

Additional Song Books:
(teacher's manual editions)

MAKING MUSIC YOUR OWN Book One Silver Burdett
SINGING FUN - Webster Division McGraw-Hill Book Co.
MORE SINGING FUN - Webster Division McGraw-Hill Book Co.
EXPLORING MUSIC Book One teacher's manual - Holt, Rinehart, Winston
THE FIRESIDE BOOK OF CHILDREN'S SONGS Simon and Schuster

RECORDINGS
BEST-LOVED FAIRY TALES - Volumes One and Two
NUTCRACKER SUITE - Tschaikovsky
RUDOLPH THE RED-NOSED REINDEER AND OTHER CHILDREN'S SONGS
PETE SEEGER'S CHILDREN'S CONCERT
CHILDREN'S CORNER SUITE - Debussy
CARNIVAL OF THE ANIMALS- Saint-Saens

CONCEPTS AND SKILLS

TEACHER AND PUPIL ACTIVITIES

RESOURCES

RECORDINGS FOR THE HUMANITIES
Siver-Burdett
SEGOVIA PLAYING CLASSICAL GUITAR
SYNCOPATED CLOCK AND OTHERS
Leroy Anderson
TUBBY THE TUBA - Decca
SING 'N DO RECORDS
LEARNING BASIC SKILLS THROUGH MUSIC - Hap Palmer
SUITE BERGAMASQUE - Debussy
TOY SYMPHONY - Haydn

FILMS
Consult the County Film Library listing for films suitable for your class.

BOOKS FOR RHYTHMS AND DANCES WITH ACCOMPANYING RECORDS
from Folkraft Records
1159 Broad Street
Newark, New Jersey

RHYTHMS FOR GROUP ACTIVITIES #22
DANCE STEPS #21
FUNDAMENTAL STEPS AND RHYTHMS #20
SONG PLAYS (from Dance Syllabus)

24

CONCEPTS AND SKILLS	TEACHER AND PUPIL ACTIVITIES	RESOURCES
		All recordings (unless otherwise listed) are available through: Educational Record Sales 157 Chambers Street New York, New York 10007 The County Library has begun a Record Library to which they are adding records. However, a list is not available for school use. Consult the Library Catalogue for what you need. They have many good records which can be borrowed on the same basis as books.

CONCEPTS AND SKILLS	TEACHER AND PUPIL ACTIVITIES	RESOURCES
I. LISTENING		
A. Enjoyment and Understanding	Learn to listen to music for enjoyment, mood, and story. Help the children to understand that music does not have to have a story or a scene behind it, but help them observe that music is a combination of rhythm, melody, harmony, and form. Use discussion and question methods that will encourage the children to verbalize their observations and ideas about rhythm, melody, harmony, and form.	
B. Form	Help children realize that form(design) in music is the order in which things happen. Guide them to recognize repeated melodies or sections of the compositions. Have them raise their hands when the melody begins again or when the new melody begins - label first melody "A" and the second melody "B" etc. Encourage genuine participation through class discussion, interpretation, through movement, singing or playing themes on melody instruments, or playing the rhythm of themes on percussion instruments.	

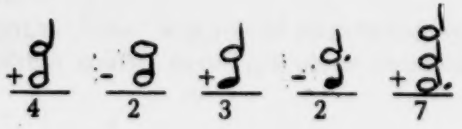
CONCEPTS AND SKILLS	TEACHER AND PUPIL ACTIVITIES	RESOURCES
	Use pictures of instruments or composers where they are available.	MEET THE INSTRUMENTS POSTERS #123 - Bowmar PORTRAITS OF COMPOSERS #170 and #171 - Bowmar
C. Integration of Art and Music		
1. Form and Rhythm	Form in art and music can be compared through: 1. Rhythm of repeated patterns, shapes, or colors. 2. Lines and their interactions which form the design of a work of art or a music composition.	Use pictures of great artists as illustrations of these forms. Look in your school library.
2. Tone Color	Develop perception and sensitivities to the uses and effects of color in works of art and in the environment. Recognize the effectiveness of color in words used in poetry, language, and literature. In music tone color is achieved by the difference in timbre between voices and instruments and in the dynamic shadings in the music (louds and softs).	Use contrast in voices on SPACE RECORDS and WEATHER RECORDS Tom Glazer

CONCEPTS AND SKILLS	TEACHER AND PUPIL ACTIVITIES	RESOURCES
	Have children observe the difference in tone color which is achieved when the same melody is sung by a male or a female voice, also by various sounding instruments playing the same tune. Children should recognize by sight and sound the following instruments: piano, guitar, triangle, tambourine, bells, violin, trumpet, tuba, drum, oboe, clarinet, flute, bassoon, french horn, tympani(kettle drums).	Invite good 6th grade instrumentalists to come to the classroom and play the same tune. Example: flute, trumpet, clarinet, alto horn, etc. RECORDINGS MEET THE INSTRUMENTS -Bowmar SPARKY'S MUSIC MIXUP-Bernstein PETER AND THE WOLF -Prokofieff PICTURES MEET THE INSTRUMENTS POSTERS #123- Bowmar
3. Harmony	Experiment with producing combinations of tones with bells, piano, or autoharp. Use simple songs which use only one or two different chords. Guide children to hear where chord changes should be made. Encourage children to listen to changes in the combinations of sounds in the recordings which they hear.	SONGS ROW, ROW, ROW YOUR BOAT FRERE JACQUES LITTLE TOM TINKER
4. Creativity	Encourage creativity by encouraging children to dramatize through body movements what they have heard in the music.	

CONCEPTS AND SKILLS	TEACHER AND PUPIL ACTIVITIES	RESOURCES
	Allow the children to draw what the music has said to them. Occasionally, try to get them away from drawing animals, places, etc. Ask them to paint colors, lines, shapes, etc. which the tone color of the music has suggested to them. Children can make their own rhythm instruments.	
II. RHYTHM	Rhythm is basic in poetry, painting, sculpture, architecture, dance, and music. Continue the study of the steady, strong, and weak beats, changing beat, accented beat, and changing tempos from Grade One and begin the study of the aural and visual recognition of rhythm patterns.	
A. Measured Rhythm	Introduce the study of the following time signatures: $\frac{2}{4}$ $\frac{3}{4}$ $\frac{4}{4}$ In the time signature, the top number tells you how many counts or beats there are to every measure. The bottom number tells you what kind of note gets one count or beat. Example: 2 - 2 counts to every measure 4 - ♩ (quarter note) gets one count or beat	

CONCEPTS AND SKILLS	TEACHER AND PUPIL ACTIVITIES	RESOURCES
B. Notation	Continue the study of the following notes and rests which were introduced in Grade One: QUARTER NOTE - 1 count or beat QUARTER REST - 1 count or beat of silence HALF NOTE - 2 counts or beats HALF REST - 2 counts or beats of silence DOTTED HALF NOTE- 3 counts or beats WHOLE NOTE - 4 counts or beats WHOLE REST - 4 counts or beats of silence EIGHTH NOTE - 1/2 count or beat EIGHTH REST - 1/2 count or beat of silence Also continue the study of the following: G CLEF OR TREBLE CLEF BAR LINE DOUBLE BAR	

CONCEPTS AND SKILLS	TEACHER AND PUPIL ACTIVITIES	RESOURCES
	STAFF	
	MEASURE	
	(The section of the staff which is in between two bar lines is called a measure.)	
	The following new elements of notation should be introduced during the Second Grade academic year:	
	TIED NOTES	
	REPEAT SIGN	
	ACCENT	
	The children will enjoy playing, clapping, stepping and rhythm instrument games to feel the value of notes and rests.	
	Games with music flash cards are also fun.	Standard set of Music Flash Cards (See office catalogue)
1. Creativity	Original songs, using the notes and rests which the children know, are fun to write towards the end of the year.	
2. Writing	Put dotted line drawings of notes on dittos so that the children can gain facility in writing the notes which they have learned.	

CONCEPTS AND SKILLS	TEACHER AND PUPIL ACTIVITIES	RESOURCES
3. Math Integration	Put the following examples on the board and have the children give the answers. Use your ingenuity to think of more! 	
4. Music Reading	In the songs which they sing, have the children recognize the notes which they have learned. They should identify notes which are located in the same space or on the same line as sounding the same and notes which are located on different lines or in different spaces as sounding different. Also, notes which "skip" will sound farther away than notes which "step". The children should recognize repetition of melodic and rhythmic patterns in notation. Example: Compare similar and contrasting phrases in the songs in their books. Hand levels can be used for giving the direction of a melodic line. Singing games and dances are fun.	See last page.

CONCEPTS AND SKILLS	TEACHER AND PUPIL ACTIVITIES	RESOURCES
III. SINGING		
A. Learn to enjoy singing in tune and with a light and clear tone.	No heavy or loud singing should be allowed. Light and clear tone quality should be stressed at all times. Develop a secure sense of high and low and the direction of melody movement. Work to improve the child's ability to sing accurately within an expanding range and with pleasing tone quality and good diction. Help to increase the child's two part round repetoire and his ability in singing them in tune and with a good tone quality. Some songs may be fun to dramatize. Encourage the children to sing alone or in small groups. Continue to build on the song repetoire which the children have gathered in the First Grade. For songs about the Community, Science, Seasons, Holidays, Travel, Circus, Play, etc. consult your Teacher's Manual for Music Round the Town -Follett, or any supplementary materials which you have. The children will enjoy adding one or two more foreign language songs to their repertoire. (See index of your Teacher's Manual)	Chromatic Pitch Pipe

ELEMENTARY MUSIC GUIDE	PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS	GRADE 2
CONCEPTS AND SKILLS	TEACHER AND PUPIL ACTIVITIES	RESOURCES

Additional Song Books:
(Teacher's Manual Editions)

DISCOVERING MUSIC TOGETHER
Book Two - Follett
MAKING MUSIC YOUR OWN
Book Two - Silver Burdett
THIS IS MUSIC Book Two
Allyn and Bacon
EXPLORING MUSIC Book Two
Holt, Rinehart, Winston
THE FIRESIDE BOOK OF CHILDREN'S SONGS Simon and Schuster
SINGING FUN Webster Division of McGraw-Hill
MORE SINGING FUN Webster Division of McGraw-Hill

RECORDINGS
SPACE SONGS - Tom Glazer
WEATHER SONGS - Tom Glazer
NUTCRACKER SUITE - Tschaikovsky
CARNIVAL OF THE ANIMALS - Saint-Saens
SPARKY'S MUSIC MIXUP - Bernstein
RECORDINGS FOR THE HUMANITIES
Silver Burdett
PETE SEEGER'S CHILDREN'S CONCERT
RUDOLPH THE RED-NOSED REINDEER AND OTHER CHILDREN'S SONGS
BEST LOVED FAIRY TALES
Volumes one and two

CONCEPTS AND SKILLS

TEACHER AND PUPIL ACTIVITIES

RESOURCES

CHILDREN'S CORNER SUITE Debussy
SUITE BERGAMASQUE Debussy
TOY SYMPHONY Haydn
MEET THE INSTRUMENTS Bowmar
SYNCOPATED CLOCK AND OTHERS Leroy Anderson
STRAUSS WALTZES
SOUSA FOREVER (a collection of famous Sousa marches)
JOY OF CHRISTMAS Morman Tabernacle Choir and New York Philharmonic
SEGOVIA PLAYING CLASSICAL GUITAR
LEARNING BASIC SKILLS THROUGH MUSIC - Hap Palmer
Album AR 514 Volume One
Activitiy Records, Educational Activities Inc., Freeport, Long Island New York
SING 'N DO RECORDS

BOOKS FOR RHYTHMS AND DANCES WITH ACCOMPANYING RECORDS
from Folkraft Records
1159 Broad Street
Newark, New Jersey

RHYTHMS FOR GROUP ACTIVITIES #22

CONCEPTS AND SKILLS

TEACHER AND PUPIL ACTIVITIES

RESOURCES

DANCE STEPS #21
FUNDAMENTAL STEPS AND RHYTHMS #20
SONG PLAYS (from Dance Syllabus)
FOLK DANCES (from Dance Syllabus)

All recordings (unless otherwise listed) are available through:
Education Record Sales
157 Chambers Street
New York, New York 10007

The County Library has begun a Record Library to which they are continually adding records. However, a list is not available for school use. Consult the Library Catalogue for what you need. They have many good records which can be borrowed on the same basis as books.

FILMS

Check with the County Film Library. They have several good resources.

CONCEPTS AND SKILLS	TEACHER AND PUPIL ACTIVITIES	RESOURCES
I. LISTENING		
A. Enjoyment and Understanding	Continue the enrichment of musical experience through quiet listening to new and more complex music. Encourage genuine participation through class participation. Never just put a record on (unless it is for background music), always give the children something specific for which to listen.	
B. Form	Increase the ability to recognize two and three part song form and rondo form. Develop the ability to recognize two and three part song form and rondo form. Two part song form: A - first tune or theme heard B - second tune or theme heard Three part song form: A - first tune B - second tune A - back to first tune Rondo form: A - first tune B - second tune A - first tune C - third tune A - first tune	

CONCEPTS AND SKILLS	TEACHER AND PUPIL ACTIVITIES	RESOURCES
	In the rondo form, the first subject occurs at least three times in the same key with contrasting themes in between.	
C. Creativity	Encourage the children to interpret the music by writing a composition in words, dramatization or painting what the music has said to them. Sing or play the theme or themes on the melody bells.	
D. Integration of Art and Music		
1. Form and Rhythm	Form in art and music can be compared through: 1. Rhythm of repeated patterns, shapes and colors. 2. Lines and their interactions which form the design of a work of art or a musical composition.	Use pictures by great artists as illustrations of these forms. Look in your school library.
2. Tone Color	Develop perception and sensitivities to the uses and effects of color in works of art and in the environment. Recognize the effectiveness of color in words used in poetry, language, and literature.	

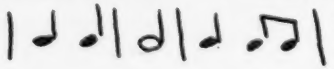
CONCEPTS AND SKILLS	TEACHER AND PUPIL ACTIVITIES	RESOURCES
	In music tone color is achieved by the difference in timbre between voices and instruments and in the dynamics in the music (louds and softs).	Use contrast in voices on SPACE RECORDS and WEATHER RECORDS - Tom Glazer
	Have the children observe the difference in tone color which is achieved when the melody is sung by a male or a female voice, also by various sounding instruments playing the same tune.	Invite good 6th grade instrumentalists to come to the classroom and play the same tune. Example : flute and trumpet - clarinet and alto horn.
E. Study of the Music of Several Great Composers	JOHANN SEBASTIAN BACH	
	Song - "Now Let Every Tongue Adore Thee"	THIS IS MUSIC, BOOK 3, page 126
	Picture and biography	Bach Portrait from Bowmar's set of PORTRAITS OF GREAT COMPOSERS
	Play on the piano or on a recording, "Minuet in G" J.S. Bach	
	The children will have fun accompanying this selection on rhythm instruments after they have heard it several times. The rhythm instrument score in on pages 126 and 127 of the pupil's book.	Standard set of rhythm instruments.
	Recordings - "Chromatic Fantasy" "Fugue in G Minor" "Minuet in G"	on recording of GREAT COMPOSERS Walt Disney
	LUDWIG VAN BEETHOVEN	
	Song - "Friendship"	THIS IS MUSIC, BOOK 3, page 155
	Picture and biography	PORTRAITS OF GREAT COMPOSERS

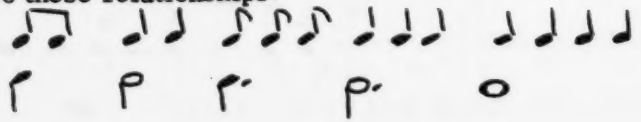
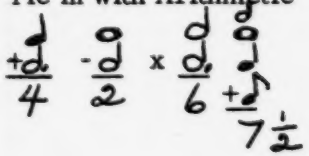
CONCEPTS AND SKILLS	TEACHER AND PUPIL ACTIVITIES	RESOURCES
	Recordings - "Fur Elise" "Moonlight Sonata" "Sonata Pathetique"	on recording of GREAT COMPOSERS
	JOHANNES BRAHMS	
	Song - "Lullaby"	THIS IS MUSIC, BOOK 3, page 103
	Picture and biography	PORTRAITS OF GREAT COMPOSERS
	Recordings - "Hungarian Dance # 5" "Rhapsody in G Minor" "Lullaby"	on recording of GREAT COMPOSERS
	STEPHEN FOSTER (Not a great composer but popular during his time) People still enjoy singing his songs, and he is part of our American Musical Heritage.	Books on Stephen Foster can be found in your school library. Recordings of some of his songs are found on MUSIC FOR THE HUMANITIES Silver Burdett
	Song - "O Susanna"	THIS IS MUSIC, BOOK 3, page 14
	FRANZ JOSEPH HAYDN	
	Song - "On Our Way Rejoicing"	THIS IS MUSIC, BOOK 3, page 128
	Picture and biography	PORTRAITS OF GREAT COMPOSERS

CONCEPTS AND SKILLS	TEACHER AND PUPIL ACTIVITIES	RESOURCES
	Recordings - "Toy Symphony" Excerpt from "Surprise Symphony" "Harpsichord Concerto in D" Wanda Landowska	RCA VICTOR On RUSTY IN ORCHESTRAVILLE - Bernstein
	The children will enjoy using rhythm instruments to play the score of the excerpt from "The Surprise Symphony" on page 129 in This Is Music, Book 3, after they have heard the music a few times.	
	FELIX MENDELSSOHN	
	Song - "Greetings of Spring"	THIS IS MUSIC, BOOK 3, page 151
	Picture and biography	PORTRAITS OF GREAT COMPOSERS
	Recordings - Excerpt from "Italian Symphony" "Midsummer Night's Dream Overture" "Songs Without Words" "Venetian Boat Song"	on the recording GREAT COMPOSERS
	WOLFGANG AMADEUS MOZART	
	Song - "The Blacksmith"	THIS IS MUSIC, Book 3, page 131
	Picture and biography	PORTRAITS OF GREAT COMPOSERS
	Recordings - Selections from "Don Giovanni" Selections from "The Magic Flute" "Marriage of Figaro Overture"	GREAT OPERAS - Disney

CONCEPTS AND SKILLS	TEACHER AND PUPIL ACTIVITIES	RESOURCES
	SERGE PROKOFIEV	
	Picture and biography	PORTRAITS OF GREAT COMPOSERS
	A unit on "Peter and the Wolf" with the themes which the instruments play and which the children can follow, is located on pages 62-64 in This Is Music, Book 3.	Also use pictures from MEET THE INSTRUMENTS - Bowmar
	Recording - "Peter and the Wolf" recorded by Bernstein	
	CAMILLE SAINT-SAENS	
	Picture and biography	PORTRAITS OF GREAT COMPOSERS
	A unit on "The Carnival of the Animals", with the themes which the instruments play and which the children can follow, is located on pages 82-90 in This Is Music, Book 3.	Also use pictures from MEET THE INSTRUMENTS - Bowmar
	Recording - "Carnival of the Animals" recorded by Bernstein	
	PETER ILLYITCH TSCHAIKOVSKY	
	Picture and biography	PORTRAITS OF GREAT COMPOSERS
	A unit on "The Nutcracker Suite", with the themes which the instruments play and which the children can follow, is located on pages 34-42 in This Is Music, Book 3.	

CONCEPTS AND SKILLS	TEACHER AND PUPIL ACTIVITIES	RESOURCES
	Please do not limit yourself to only the material listed. Develop some of your own units. Your Music Consultant will be glad to help you!	Encourage the children to look in the TV section of the newspaper to find music programs which are listed for their enjoyment.
F. Study of Instruments of the Orchestra	The children should be able to identify both by sight and by sound, many of the instruments of the orchestra. They should also know that the instruments are grouped into "families". String Family: Violin, Viola, Cello, Bass Viol, Harp Woodwind Family: Piccolo, Flute, Clarinet, Bassoon, Oboe Brass Family: Trumpet, French Horn, Trombone, Tuba Percussion Family: Drums, Tambourine, Gong, Xylophone, Celeste, Glockenspiel, Cymbals, Triangle, Maracas The children should also know that when one person plays an instrument or sings, he plays a solo, two people-a duet, three people-a trio, etc,	MEET THE INSTRUMENTS - Record, Film Strip, and Poster-Sized Pictures - Bowmar RECORDINGS SPARKY'S MUSIC MIXUP - Bernstein CARNIVAL OF THE ANIMALS Saint-Saens PETER AND THE WOLF - Prokofiev RUSTY IN ORCHESTRAVILLE- Bernstein TUBBY THE TUBA - Decca THE NUTCRACKER SUITE - Tschaikovsky YOUNG PEOPLE'S GUIDE TO THE ORCHESTRA -Bernstein Additional Units: Unit entitled "With My Friends In Orchestraville" in THIS IS MUSIC Allyn and Bacon, pages 49-59. Bring in adults or children who play instruments well.

CONCEPTS AND SKILLS	TEACHER AND PUPIL ACTIVITIES	RESOURCES
1. Tone Color	The children should be learning to appreciate the differences in tone color between the instruments of the orchestra.	
2. Sound	The children will have fun experimenting with the ways in which sounds are produced and the principles are applied to the playing of string and wind instruments.	
3. Creativity	Use the experiments in the students' books to help encourage the children to make unusual instruments, using the principles which they have learned in the experiments.	THIS IS MUSIC, Book 3, page 61 Allyn and Bacon
II. RHYTHM	The children should recognize rhythm as an underlying element in nature and environment and develop further understanding of rhythm as a moving force in music. They should also recognize rhythm as an essential element in other arts. Continue the study of the steady, strong, and weak beats, changing beat, accented beat, changing tempos, and the study of aural and visual recognition of rhythmic patterns. Students should recognize simple note relationships within rhythm patterns, such as: 	

CONCEPTS AND SKILLS	TEACHER AND PUPIL ACTIVITIES	RESOURCES
	Also these relationships: 	
	Continue the study of the following time signatures: 2/4 3/4 4/4 6/4	
	In the time signature, the top number tells you how many counts or beats there are to every measure. The bottom number tells you what kind of note gets one count or beat. Example: 2 - 2 counts to every measure 4 - ♩ (quarter note) gets one count	
III. NOTATION	Continue the study of the following elements of notation which were introduced in the two previous grades: ♩ QUARTER NOTE - 1 count 𝄽 QUARTER REST - 1 count of silence 𝅗𝅥 HALF NOTE - 2 counts ▬ HALF REST - 2 counts of silence 𝅗𝅥. DOTTED HALF NOTE - 3 counts 𝅝 WHOLE NOTE - 4 counts ▬ WHOLE REST - 4 counts of silence	Tie in with Arithmetic 

CONCEPTS AND SKILLS

TEACHER AND PUPIL ACTIVITIES

EIGHTH NOTE - 1/2 count

EIGHTH REST - 1/2 count of silence

TIED NOTES

G CLEF OR TREBLE CLEF

BAR LINE

DOUBLE BAR

STAFF

MEASURE

(the section of the staff which is located between two bar lines is called a measure)

REPEAT SIGN

ACCENT

Introduce the following:

DOTTED QUARTER NOTE - 1 1/2 counts

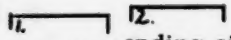
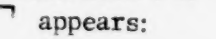
1 + 1/2 = 1/2 1/2 1/2 = 1 1/2 | = 1 1/2 counts

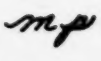
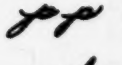
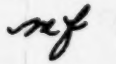
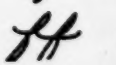
Have the children clap or play on the rhythm instruments the following:

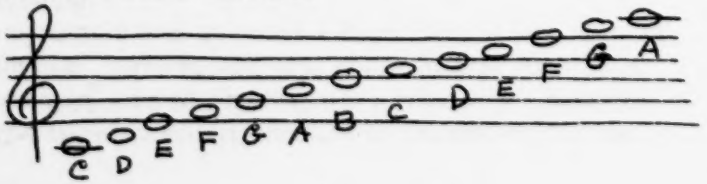
1 2 and 3 "tis of thee"	46

RESOURCES

Songs in THIS IS MUSIC, Book 3, Allyn and Bacon, in which appears:
HOME ON THE RANGE page 18
I LIVE IN MONTANA page 21
MORNING STAR page 26

CONCEPTS AND SKILLS	TEACHER AND PUPIL ACTIVITIES	RESOURCES
		LULLABY page 103 ALOUETTE page 99 AMERICA, THE BEAUTIFUL page 162 AMERICA page 160 FIFTY STARS page 161
	D. C. AL FINE (Go back to the beginning of the song until you come to the part that says "Fine").	Songs in THIS IS MUSIC Book 3 in which D. C. AL FINE appears: ALLOUETTE page 99 SKATING page 148 ALL NIGHT, ALL DAY page 158
	 FIRST AND SECOND ending sign (When you have played or sung the First Ending, go back to the beginning of the section and sing or play through again, omitting the First Ending and substituting the Second Ending in its place).	Songs in THIS IS MUSIC Book 3 in which  appears: CHIAPANECAS page 100 DANCING THE MERENGUE page 114 THE BLACKSMITH page 131 BELL CAROL page 152
	FERMATA - hold Observe this wherever it appears. It tells you to hold the note longer than its original value.	
	CUT - Indicates a brief cause or break in the music	The "cut" appears in HALLOWEEN IS VERY QUEER in This Is Music, Book 3 page 138

CONCEPTS AND SKILLS	TEACHER AND PUPIL ACTIVITIES	RESOURCES
	Dynamic Markings (shadings) PIANO - soft  MEZZO PIANO - medium soft  PIANISSIMO - very soft  MEZZO FORTE - medium loud FORTE - loud  FORTISSIMO - very loud These markings appear in various songs throughout the book. Be sure that the children observe them so that they will get contrast in the tone color of their singing. A TEMPO - up to original spped STACCATO - A dot over or under a note indicates that the notes are to be performed in a distinct, short and detached manner. CRESCENDO (Get gradually louder) DECRESCENDO (Get gradually softer)	Example: HALLOWEEN IS VERY QUEER, page 138 in THIS IS MUSIC Book 3.

CONCEPTS AND SKILLS	TEACHER AND PUPIL ACTIVITIES	RESOURCES
	Introduce the names of the lines and spaces of the G Clef staff as well as a few of them which are added above or below the staff.  	
	An easy way to remember the spaces on the staff is that they spell "FACE".	A standard set of Flash Cards aids in the teaching of notation.
	An easy sentence to aid in the teaching and learning of the lines is: Every Good Boy Deserves Fudge.	
	You will also notice that the lines and spaces proceed in alphabetical order.	
	Many games can be devised to learn music notation. The children especially enjoy "team games".	
	Songs can be sung using the letter names of the notes instead of the words. This also helps to give a definite pitch to the degrees of the staff.	
	The children should understand that our major scale is composed of eight tones which can go up or down the staff in step-wise order. We will deal with the scale of C major at this grade level.	

CONCEPTS AND SKILLS	TEACHER AND PUPIL ACTIVITIES	RESOURCES
	 Teach the scale by rote-reading. (Sing it with letter names and point to the notes on the board as you sing them. Then have the children sing the scale with you several times, both ascending and descending. Next, let the children try it alone. Do the same with repeated tones and skips.)	The scale and piano keyboard are pictured on the inside of the back cover of the students' edition of THIS IS MUSIC, Book 3.
	Eventually, after much repetition and given the proper pitch, the children will be able to sing the skips, with letter names, by themselves as you point to them.	Chromatic Pitch Pipe
	Adapt this method to the reading of songs in the book. Begin with the easiest songs.	The scale and piano keyboard are pictured on the inside of the back cover of the students' edition of THIS IS MUSIC, Book 3.
IV. SINGING	The children should continue to develop a free and beautiful tone by singing with a light and clear tone quality. They should also enjoy singing and should understand that music is a great part of our cultural heritage.	
	The children will enjoy folk songs which relate to your units of study as well as composed and fun songs.	For songs which relate to your units of study, use the classified index in the Teacher's Edition of THIS IS MUSIC Book 3. Also ask your Music Consultant for suggestions and supplementary materials.

CONCEPTS AND SKILLS	TEACHER AND PUPIL ACTIVITIES	RESOURCES
	Work on correcting "uncertain" singers. All third grade children should be singing in tune and with a good tone quality. Keep directing attention to the expressive and structural beauties of the songs which the children sing. Encourage good posture and good habits of breathing - also good diction.	
A. Harmony	Continue the study of rounds and introduce several "Partner Songs" so the children will have the benefit of hearing harmony.	"PARTNER SONGS" THREE BLIND MICE and FRÈRE JACQUES HOME ON THE RANGE and I LIVE IN MONTANA pages 18 and 21 in This Is Music, Book 3 THE LONE STAR TRAIL and LEAVIN' OLD TEXAS pages 20 and 22 in This Is Music, Book 3
	Use the autoharp to accompany some of the songs so the children can hear the chord harmony with many of their songs. Some of the children can learn to use the autoharp with your guidance. Try to show them where the chord should be changed by hearing the harmony as well as seeing it written. Use rhythm instruments along with the autoharp for some of the songs.	The chord diagram for the autoharp is pictured on the inside of the back cover of the students' edition of THIS IS MUSIC, Book 3.

CONCEPTS AND SKILLS	TEACHER AND PUPIL ACTIVITIES	RESOURCES
	Separate the class into halves or thirds and have each section sing a note simultaneously to hear themselves in harmony. Example: Section 1, Sing C Section 2, Sing E Section 3, Sing G Foreign language songs are fun. (See classified index in your Teacher's Manual.)	
B. Creativity	Encourage the children to "compose" original songs, both individually and as a group.	Additional Books for Song Material: DISCOVERING MUSIC TOGETHER, Book 3 - Follett MAKING MUSIC YOUR OWN, Book 3 Silver-Burdett EXPLORING MUSIC, Book 3 Holt, Rinehart, Winston THE FIRESIDE BOOK OF CHILDREN'S SONGS Simon and Schuster RECORDINGS DANIEL BOONE - Tom Glazer ADVENTURES IN MUSIC FOR GRADE 3-RCA Educational Sales (Dept MEJ) 1133 Avenue of the Americas New York, New York 10036

CONCEPTS AND SKILLS

TEACHER AND PUPIL ACTIVITIES

RESOURCES

FOLK SONGS OF THE NEW WORLD
Roger Wagner Chorale
THE MONTHS and THE SEASONS
Tschaikovsky
RUDOLPH THE RED-NOSED REINDEER AND OTHER CHILDREN'S SONGS
SEGOVIA - GUITAR SOLOS
SOUSA FOREVER - J.P. Sousa
STRAUSS WALTZES
SYNCOPATED CLOCK AND OTHERS
Leroy Anderson
JOY OF CHRISTMAS - Morman Tabernacle Choir

All recordings (unless otherwise listed) are available through:
Educational Record Sales
157 Chambers Street
New York, New York 10007

The County Library has a good group of records. Consult their catalogue.

FILMS
Use the County Film Library

DANCES AND RHYTHMS from:
Folkraft Records
1159 Broad Street
Newark, New Jersey

CONCEPTS AND SKILLS

TEACHER AND PUPIL ACTIVITIES

RESOURCES

DANCE SYLLABUS:
Song Plays
American Play Party
Square Dance - Folk Dance Mixers

RHYTHMS FOR GROUP ACTIVITIES
EASY MIXERS, TRIO DANCES,
LINE DANCES

Television, Radio and Community Music Programs (Look in the Music Section of the newspaper and magazines.)

For help with any special units you may wish to develop, or other subjects with which you wish to correlate with music, see your Music Consultant.

CONCEPTS AND SKILLS	TEACHER AND PUPIL ACTIVITIES	RESOURCES
I. LISTENING		
A. Enjoyment and Understanding	Encourage the children to develop the ability to think as they hear music; also, to be able to analyze the ways in which melodies, harmonies and rhythms are used and to observe the composer's style.	
	Continue the study of the music of several of the composers introduced in the Third Grade.	
	When a composition is too long to study in one lesson, use the first lesson to grasp the general character of the piece. Use subsequent lessons to study the sections of the composition in more detail.	
	Listen for specific instruments.	
B. Form and Rhythm	Guide the children to realize that form (design) in music is the order in which things happen.	
	Raise their hands when the melody begins again or when the new melody begins.	
	Children can play some of the themes played on the melody instruments.	Tone bells, piano, Song Flutes
	Play rhythms they have heard on rhythm instruments.	Standard set of rhythm instruments.

CONCEPTS AND SKILLS	TEACHER AND PUPIL ACTIVITIES	RESOURCES
	In addition to identifying the two and three part song forms and rondo forms from the previous grades (See Form Section in Third Grade Curriculum) the children should develop an understanding of the following forms:	
	1. Theme and Variations A theme is introduced and then is used as ground work for many different variations. The theme, however, will not be covered by the variations. The listener should be able to distinguish it under the variations.	Examples of Theme and Variations: Surprise Symphony - Haydn ANDANTE (second movement) is the theme with variations. Suite V - Haydn HARMONIOUS BLACKSMITH played on harpsichord
	2. Suite The original form of the suite was a group of various types of dances. However, composers began to diversify and gradually labeled as a suite compositions which were grouped together on any principle. These principles included pure musical relationships, contrasts in mood, etc. In a suite, each section is a composition which could be played as a separate selection.	Examples of Suites: NUTCRACKER SUITE - Tschaikovsky PEER GUNT SUITES, Nos. 1 and 2 Grieg CHILDREN'S CORNER SUITE - Debussy FIREBIRD SUITE - Stravinsky
C. Creativity	Encourage the children to interpret the music by writing a composition in words, dramatizing, or painting what the music has said to them. Sing or play the theme or themes on melody or tone bells.	

CONCEPTS AND SKILLS	TEACHER AND PUPIL ACTIVITIES	RESOURCES
D. Integration of Art and Music		
1. Form	Form in art and music can be compared through: 1. Rhythm or repeated patterns, shapes, or colors. 2. Lines and their interactions which form the design of a work of art or a musical composition.	Use pictures by great artists as illustrations of these forms. Look in your school library.
2. Tone Color	Develop perception and sensitivities to the uses and effects of color in works of art and in the environment. Recognize the effectiveness of color in words used in poetry, language, and literature.	
	In music, tone color is achieved by the difference in timbre between voices and instruments and in the dynamics in the music (louds and softs).	Use the different arias listed for Soprano, Contralto, Tenor, and Bass on GREAT OPERAS - also on THE MESSIAH (Highlights from)
	Guide the children to listen for differences in tone in the recordings which they hear.	Have good instrumental players visit the classroom to demonstrate differences in tone.

CONCEPTS AND SKILLS	TEACHER AND PUPIL ACTIVITIES	RESOURCES
E. Study of the Music of Several Great Composers	EDVARD GRIEG	
	Picture and biography	PORTRAITS OF GREAT COMPOSERS Bowmar
	(If you are studying Norway, be sure to use this material.)	
	RECORDINGS - "Peer Gynt Suites "Nos. 1 and 2 "Piano Concerto in A M nor"	
	SONG FLUTE - Norwegian Dance Page 27 in Melody Makers	Conn Song Flute Book - MELODY MAKERS Golding and Landers Carl Van Roy Company Far Rockaway, Long Island, New York
	JOHANN SEBASTIAN BACH (Introduced in Grade 3)	
	Picture and biography	PORTRAITS OF GREAT COMPOSERS
	SONG - "Now Let Every Tongue Adore Thee"	THIS IS MUSIC, Book 4 page 173
	RECORDINGS - "Brandenberg Concerto #5" "Fugue in G Minor"	On GREAT COMPOSERS - Disney
	LUDWIG VAN BEETHOVEN (Introduced in Grade 3)	
	Picture and biography	PORTRAITS OF GREAT COMPOSERS

CONCEPTS AND SKILLS	TEACHER AND PUPIL ACTIVITIES	RESOURCES
	SONG - "The Message of the Spire" (play on Song Flute)	THIS IS MUSIC, Book 4, page 56
	RECORDINGS - Excerpts from Symphony #3 Symphony #6	On GREAT COMPOSERS
	JOHANNES BRAHMS (Introduced in Grade 3)	
	Picture and biography	PORTRAITS OF GREAT COMPOSERS
	SONGS - "Where Are You Going So Proudly?" "Fair Maid" "Lullaby" (Sing Alto and use autoharp accompaniment on this one.)	THIS IS MUSIC, Book 4, page 48 page 110 page 148 (also in MELODY MAKERS Page 30 for Song Flute)
	RECORDINGS - "Concerto No. 2 in B Flat" "Lullaby" Excerpts from Symphony #3 in F Symphony #1 in C Minor	On GREAT COMPOSERS
	WOLFGANG AMADEUS MOZART (Introduced in Grade 3)	
	Picture and biography	PORTRAITS OF GREAT COMPOSERS
	SONG - "Come, Let Us Be Glad" (Both sing and play on Song Flute)	THIS IS MUSIC, Book 4, page 105

CONCEPTS AND SKILLS	TEACHER AND PUPIL ACTIVITIES	RESOURCES
	SONG FLUTE - "Minuet" The majority of the class can play the melody on the Song Flutes, the remainder can follow the rhythm score with rhythm instruments. "Air" from "The Magic Flute"	THIS IS MUSIC Book 4, page 184 Conn Flute Standard Set of Rhythm Instruments
	RECORDINGS- "Concerto in D #26" (Coronation) for Piano - First Movement :Selections from "The Magic Flute"	MELODY MAKERS page 25 on GREAT OPERAS - Disney
	JACQUES OFFENBACH Picture and biography	
	RECORDING - "Gaite Parisienne" Boston Pops	RCA Victor Educational Records 155 East 24th Street New York, New York 10010
	NICOLAI RIMSKY-KORSAKOV Picture and biography	
	Read the story of "Scheherazade" from the book Arabian Nights, to the children.	PORTRAITS OF GREAT COMPOSERS School Library
	The themes from "The Scherherazade Suite" are on pages 92 and 93 of This Is Music, Book 4. Play the themes on the piano and ask the children to follow them so they will know what to listen for.	

CONCEPTS AND SKILLS	TEACHER AND PUPIL ACTIVITIES	RESOURCES
	Play the entire suite, a movement at a time, having the children raise their hands when each new theme begins	
	RECORDING - "Scheherazade Suite"	
	GIOCCHINO ROSSINI	
	Picture and biography	PORTRAITS OF GREAT COMPOSERS
	A complete unit on the Story of WilliamTell, set to music, is found on page 78-83 in This Is Music, Book 4.	
	Use this in both the study of Italy and Switzerland, as the composer was Italian and the hero of the story was Swiss.	
	RECORDING - "William Tell Overture"	On GREAT OPERAS - Disney
	ROBERT SCHUMANN	
	Picture and biography	PORTRAITS OF GREAT COMPOSERS
	SONG - "Star of the Evening"	THIS IS MUSIC, Book 4, page 140
	RECORDING - "Romance in F Sharp" op 28	On GREAT COMPOSERS - Disney
	SIR ARTHUR SULLIVAN (Use when you study the English People)	
	Picture and biography	

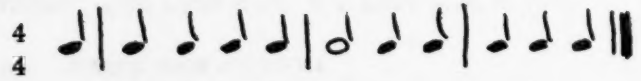
CONCEPTS AND SKILLS	TEACHER AND PUPIL ACTIVITIES	RESOURCES
	SONG - "Come Ye Faithful, Raise the Strain" Both sing and play it on the Song Flute	THIS IS MUSIC, Book 4, page 161
	RECORDING - "The Pirates of Penzance"	County Library Record Department
	THOMAS TALLIS English composer of the Sixteenth Century who wrote music for the English Church.	If you wish material on Tallis, ask your Music Consultant to help you.
	SONG - "All Praise To Thee, My God, This Night" Both sing and play on Song Flutes	THIS IS MUSIC, Book 4, page 124
	Encourage children to go to children's concerts, watch children's concerts on television and to listen to good music on recordings and on the radio at home.	For additional listening suggestions, see page 189 in the Classified Index of your Teacher's Manual, use your own ingenuity, and ask your Music Consultant for help.
F. Instruments	Continue the study of the families of the orchestra which are listed in the Listening Section in Grade 3 on Instruments.	
	The children should be learning to identify these instruments by sight and sound more readily than they did in Grade 3.	MEET THE INSTRUMENTS POSTERS -. Bowmar Films from County Library Listen for the sounds of instruments in all the recordings which the children hear.

CONCEPTS AND SKILLS	TEACHER AND PUPIL ACTIVITIES	RESOURCES
G. Major and Minor Mode	The children shoud begin to tell the difference in sound between the major and minor modes (scales). The difference lies in the first three tones of the scale. In the major scale, there is a whole step between the second and third tones of the scale; in the minor scale, there is a half step between the second and third tones of the scale. Example: Play these scales on the piano or tune bells and let the children identify them. Some of the children can also play them. Play minor and major chords on the piano or autoharp and let the children identify them. Lower the middle note of a chord (3 note chord) by a half step to change the chord from major to minor. Example: C E G (Major) C E♭ G (Minor) Play recordings or sing songs, both in major and minor modes. Point out the difference in the sound and feeling of the song or composition.	

CONCEPTS AND SKILLS	TEACHER AND PUPIL ACTIVITIES	RESOURCES
	RECORDINGS - "Fugue in G Minor" - Bach "Minuet in G" - Bach	On GREAT COMPOSERS - Disney
	SONGS Minor: "When Johnny Comes Marching Home"	THIS IS MUSIC, Book 4, page 116 A unit on the minor mode, with songs to sing and play on the Song Flute and Piano, is on pages 116 - 119 of THIS IS MUSIC, Book 4 - Allyn and Bacon.
	Major: "Noah's Ark"	THIS IS MUSIC, Book 4, page 104
II. RHYTHM	Extend perceptions of the great variety in uses of rhythm in music, in the other arts, and in everyday life. Continue the study of the steady, strong, and weak beats, accented beat, changing tempos, and the study of aural and visual recognition of rhythm patterns. Use folk dances and marches for body movement. Begin the study of the upbeat (unaccented part of a measure).	Songs in THIS IS MUSIC which begin on an upbeat. (there are more than these throughout the book). SWEET BETSY FROM PIKE page 47 WHERE ARE YOU GOING SO PROUDLY page 48 OLD WOMAN OF THE CAVERN page 54 THE MESSAGE OF THE SPIRE page 56

CONCEPTS AND SKILLS	TEACHER AND PUPIL ACTIVITIES	RESOURCES

Sometimes a song begins with a partial measure as illustrated:



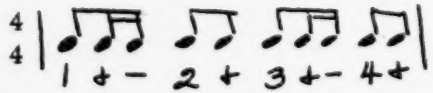
The first part of the song is an incomplete measure, beginning on the count of 4 which is a weak beat. Sometimes composers begin this way because they do not want the emphasis on the first note. However, you will find the other three counts (beats) in the last incomplete measure of the song. Both incomplete measures total one complete measure. (The weak beat at the beginning is called an "anacrusis").

The children should be able to imitate rhythmic patterns using all the note and rest values which they have learned. Also, one group should be able to keep the beat while another group claps the rhythm of the notes:

Example:

Group 1

Group 2



CONCEPTS AND SKILLS	TEACHER AND PUPIL ACTIVITIES	RESOURCES
A. Meter	Continue the study of the following: 2/4 3/4 4/4 6/4 Introduce the following: C (common time) 4 counts to a measure quarter note = 1 count ¢ (alla breve - cut time) 2 counts to a measure half note = 1 count 2 - 2 counts to a measure 2 - 𝅗𝅥 half note = 1 count 3 - 3 counts to a measure 8 - ♪ eighth note = 1 count 6 - 6 counts to a measure 8 - ♪ eighth note = 1 count 9 - 9 counts to a measure 8 - eighth note = 1 count Syncopation : the tying over of a weak beat to the next strong one. Example: 2/4 ♪ ♩ ♪ or 4/4 ♩ 𝅗𝅥 ♩ 1 +2 + 1 2 3 4 Note that the accent falls on the weak beat.	Music Flash Cards Standard Set of Rhythm Instruments

CONCEPTS AND SKILLS	TEACHER AND PUPIL ACTIVITIES	RESOURCES
	Sight read rhythm patterns in all the meters listed above.	
B. Creativity	The children can compose rhythmic accompaniments for percussion instruments or even improvise while the class is singing. Let student "conductors" keep the beat for the class. Have children mark phrases with arm movements. Encourage the children to make up dance steps to go with songs or compositions heard in the listening program.	Standard Set of Rhythm Instruments
III. NOTATION	Continue the study of the following elements of notation which were presented in the previous grades: ♩ QUARTER NOTE - 1 count 𝄽 QUARTER REST - 1 count of silence 𝅗𝅥 HALF NOTE - 2 counts 𝄼 HALF REST - 2 counts of silence 𝅗𝅥. DOTTED HALF NOTE - 3 counts 𝅝 WHOLE NOTE - 4 counts 𝄻 WHOLE REST - 4 counts of silence	Tie in with Arithmetic ♩ 𝅗𝅥 𝅗𝅥 𝅝 +𝅗𝅥. -𝅗𝅥 ×𝅗𝅥 𝅗𝅥.+♩ 4 2 6 7½

ELEMENTARY MUSIC GUIDE	PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS	GRADE 4
CONCEPTS AND SKILLS	TEACHER AND PUPIL ACTIVITIES	RESOURCES

EIGHTH NOTE - 1/2 count

EIGHTH REST - 1/2 count of silence

TIED NOTES

DOTTED QUARTER NOTE - 1 1/2 counts

G CLEF OR TREBLE CLEF

BAR LINE

DOUBLE BAR

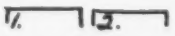
STAFF

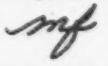
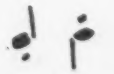
MEASURE
(The section of the staff which is located between two bar lines is called a measure)

REPEAT SIGN

ACCENT

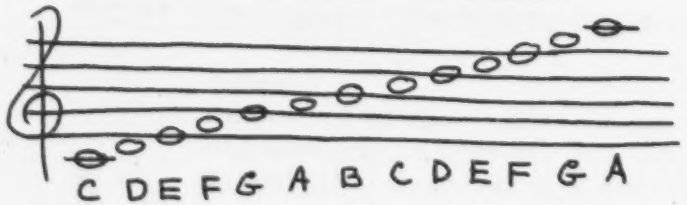
D. C. AL FINE (Go back to the beginning of the song and sing until you come to the part that says "Fine")


FIRST AND SECOND ENDING SIGN (When you have played or sung the First ending, go back to the beginning of the section and sing or play through again, omitting the First Ending and substituting the Second Ending in its place.)

CONCEPTS AND SKILLS	TEACHER AND PUPIL ACTIVITIES	RESOURCES
	FERMATA - hold Observe this wherever it appears. It tells you to hold the note longer than its original value. CUT or BREAK indicates a brief pause or break in the music. Dynamic Markings (shadings) PIANO - soft MEZZO PIANO - medium soft PIANISSIMO - very soft FORTE - loud  MEZZO FORTE - medium loud FORTISSIMO - very loud A TEMPO - up to original speed  STACCATO - A dot over or under a note indicates that the notes are to be performed in a distinct, short, and detached manner. CRESCENDO (get gradually louder) DECRESCENDO (get gradually softer)	

CONCEPTS AND SKILLS

TEACHER AND PUPIL ACTIVITIES



Sing ascending and descending patterns and intervals on the following C scale.

Introduce the following:

SIXTEENTH NOTE - 1/4 count

SIXTEENTH REST - 1/4 count of silence

RESOURCES

Look in Grade 3 Section on Notation for ways of learning these notes.

Scale on the piano keyboard is notated on the inside back cover of THIS IS MUSIC, Book 4.

CONCEPTS AND SKILLS	TEACHER AND PUPIL ACTIVITIES	RESOURCES

IMPORTANT: In $\frac{6}{8}$ $\frac{3}{8}$ $\frac{9}{8}$ time, all note and rest values are DOUBLED. Tell the children to multiply the values by "2".

Example:

$\frac{4}{4}$ = 1 count

$\frac{6}{8}$ = 2 counts

$\frac{4}{4}$ = 1/2 count

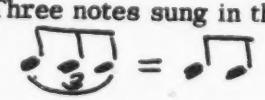
$\frac{6}{8}$ = 1 count

D.S. AL FINE (Go back to the sign ( ) and sing to "Fine".

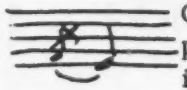
SHARP - raise a note one half step

FLAT - lower a note one half step

NATURAL - takes away a sharp (lowering the note one half step) and takes away a flat (raising the note one half step)

TRIPLET - Three notes sung in the time of two notes. 

SLUR

CONCEPTS AND SKILLS	TEACHER AND PUPIL ACTIVITIES	RESOURCES
	RIT. (Ritard) become gradually slower	
	 GRACE NOTE - Small ornamental note, played or sung quickly and not counted in the note value of the measure.	
	Study half steps and whole steps in scale construction, using the chart on page 129 in This Is Music, Book 4, and the keyboard on the back inside cover of the same book.	Your Music Consultant should help you with this new concept.
	Play whole and half steps on tone bells, song flutes, piano.	
	Song half steps with letter names of notes.	
	Show how chromatic scale is made up entirely of half steps.	
	Learn to constuct scales beginning on C, F, G - discovering why sharps, flats, or nothing appear in the key signature.	Ask your Music Consultant to teach a demonstration lesson on scale construction.
	Know that in our major scale half steps must appear between the steps 3 and 4 and 7 and 8. The rest of the tones are whole steps.	
	Major Scale Pattern:	
	1 2 3 4 5 6 7 8 1/2 step 1/2 step	

CONCEPTS AND SKILLS	TEACHER AND PUPIL ACTIVITIES	RESOURCES
IV. SINGING	**Encourage the singing of songs for pleasurable musical experience, always endeavoring to sing with a good tone, with correct pitch, and good diction.**	Chromatic Pitch Pipe
	Develop pleasure in singing as a means of self-expression.	
A. Harmony	Continue to use rounds, canons, songs with descants and partner songs to increase the children's enjoyment of singing in harmony.	Songs in This Is Music, Book 4 to be sung in harmony: CANONS pages 123, 124, 139, 183 DESCANTS pages 28, 39, 65, 73 ROUNDS pages 106, 118, 172 TOGETHER SONGS pages 68, 122, 158
	Introduce the singing of two part songs (soprano and alto) .	SOPRANO AND ALTO pages 122, to 126 70. 80, 141, 155, 172, 182. SOPRANO AND OPTIONAL ALTO pages 34, 40, 49, 61, 69, 74, 85, 104, 148, 168.
B. Folk Songs	Use folk songs of our country and of the other countries studied in your social studies units to help the children become aquainted with the cultures of many different groups.	
	Compare the folk songs of other countries with our own in the categories of Text, Rhythm, Melody, Mode.	

CONCEPTS AND SKILLS	TEACHER AND PUPIL ACTIVITIES	RESOURCES
C. Tone Color	Encourage the boys to sing separately as a group and then the girls to listen to the difference in the timbre of the voices. Also, compare the contrast with adult voices.	
D. Intervals	The children's ability to read music should be improved through the study of hearing and reading music in intervals. An interval is the difference in pitch between two tones, generally measured from the lower tone to the higher tone. Major Second - C to D Minor Second (half step) - C to C# Major Third - C to E Minor Third - C to E♭ Perfect Fourth - C to F Perfect Fifth - C to G Octave - C to C Develop the ability to sing these intervals both ascending and descending, and recognize them in the songs they sing - both by hearing them and seeing them written. Practice singing intervals by writing the scale on the board and pointing to the interval you wish the class to sing. (Use your pitch pipe to make sure they are singing accurately)	Your Music Consultant will be glad to help you with this concept. Chromatic Pitch Pipe

CONCEPTS AND SKILLS	TEACHER AND PUPIL ACTIVITIES	RESOURCES
	Sing intervals with letter names without looking at the board. Concentrate on HEARING them. Also play them on Song Flutes, Piano, and Tone Bells.	
E. Creativity	Encourage the children to compose original songs.	
V. SONG FLUTES		
A. Playing	The Song Flute enables the child to put to practical use the elements of notation which he has learned. It also helps his habits of self-discipline through systematic daily practice. The individual child should learn to enjoy playing the Song Flute with the technical facility which is acceptable for his grade level	Conn Song Flutes MELODY MAKERS (book) Gelding and Landers Carl Van Roy Company Far Rockaway Long Island, New York
B. Reading	The children should learn to sight read songs from This Is Music, Book 4 which are listed for Song Flute as a result of his background of notation.	
C. Harmony	Playing the Song Flute in harmony with other members of the class is good ear training and also fun. Two and three part selections will sound pleasing if practiced well.	Ask your Music Consultant for three part songs. Two part songs are in MELODY MAKERS and THIS IS MUSIC, Book 4.

ELEMENTARY MUSIC GUIDE	PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS	GRADE 4
CONCEPTS AND SKILLS	TEACHER AND PUPIL ACTIVITIES	RESOURCES
D. Rhythm Fun and Accompaniments	Use rhythm instruments piano and autoharp for accompaniments.	
E. Performance	Encourage the children to play solos, duets, trios, etc.	
F. Creativity	Some of the children may like to compose some of their own songs for the Song Flute.	
		Additional Fourth Grade Music Books: DISCOVERING MUSIC TOGETHER Book 4 Follett MAKING MUSIC YOUR OWN, Book 4 Silver-Burdett EXPLORING MUSIC, Book 4 Holt, Rinehart, Winston RECORDINGS BARBER OF SEVILLE (selections Rossini on Great Operas - Disney PICTURES AT AN EXHIBITION - Moussorgsky CHILDREN'S CORNER SUITE - Debussy FIREBIRD SUITE - Stravinsky FIRE DANCE - De Falla FOLK SONGS OF THE NEW WORLD Roger Wanger Chorale

ELEMENTARY MUSIC GUIDE	PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS	GRADE 4
CONCEPTS AND SKILLS	TEACHER AND PUPIL ACITIVITIES	RESOURCES
		LE COG D'OR - Rimsky Korsakoff THE MONTHS and THE SEASONS Tschaikovsky SEGOVIA - GUITAR SOLOS SOUSA FOREVER - Marches SUITE BERGAMASQUE - Debussy THE SORCERER'S APPRENTICE - Dukas All recordings (unless otherwise listed) are available through: Educational Record Sales 157 Chambers Street New York, New York 10007 The County Library has a good group of records. Consult their catalogue. DANCES AND RHYTHMS from Folkraft Records 1159 Broad Street Newark, New Jersey EASY MIXERS TRIO DANCES LINE DANCES RHYTHMS FOR GROUP ACTIVITIES Album #21 - Dance Steps Album #22 - Skills DANCE SYLLABUS - Song Plays, American Play Party, Square Dance, Folk Dance Mixers

CONCEPTS AND SKILLS	TEACHER AND PUPIL ACTIVITIES	RESOURCES
		Television, Radio and Community Music Programs. (Look in the music section of the paper and magazines). For help with any special units you may wish to develop, or other subjects with which you want to correlate music, see your Music Consultant.

'78

CONCEPTS AND SKILLS	TEACHER AND PUPIL ACTIVITIES	RESOURCES
I. LISTENING		
A. Enjoyment and Understanding	Help the children to increase their abilities to listen with discrimination. They should be able to recognize chord-line and scale-line melodic patterns in major and minor melodies and distinguish the beat, accent and rhythmic pattern of a composition. Correlate with the Social Studies by putting emphasis on the music of American Composers and on the music of people from other cultures who make a great contribution to our American Musical Heritage.	
B. Form	Refine and extend the concept that form, organization and structure are basic in all art expressions. Art works vary according to the artist's imagination, style, techniques, and the function of a specific work. Continue the study of form in music as studied in the preceding grades.	
	1. Two and three part song form 2. Rondo form 3. Theme and variations 4. Suite	See Form section of Grade 3 Guide See Form section of Grade 4 Guide
	Introduce:	
	1. SONATA FORM A Sonata is an instrumental composition in four movements which are contrasted in theme, tempo, and mood; usually for a solo instrument.	RECORDING SONATA #14 IN C# MINOR (Moonlight) Beethoven RCA Victor Educational Sales 155 East 24th Street New York, New York 10010

CONCEPTS AND SKILLS	TEACHER AND PUPIL ACTIVITIES	RESOURCES
	a. First Movement: "Allegro" (fast) "Exposition" two main themes are introduced: A. Bold and Bright B. Softer and Gentler "Development" themes are played in different tempos, on different instruments, played together, etc. "Recapitulation"themes appear to say "good-bye" as their natural selves.	
	b. Second Movement: Andante, Adagio, Largo (slow) Ternary form ABA	See Form Section of Grade 3 Guide
	or sometimes Theme with Variations	See Form Section of Grade 4 Guide
	c. Third Movement: Minuet An early French dance form in 3 time and in a stately tempo. 4	
	d. Fourth Movement Rondo	See form Section of Grade 3 Guide
	2. SYMPHONY An orchestral composition in from three to five distinct movements (usually four) each with its own theme (or themes) and its own development. It is a type of sonata for orchestra.	RECORDINGS SYMPHONY #9 IN E MINOR - Dvorak New World Symphony - Before listening to this symphony use the unit materials on pages 144-149 of THIS IS MUSIC, Book 5. Also sing SWING LOW, SWEET CHARIOT on page 147

CONCEPTS AND SKILLS	TEACHER AND PUPIL ACTIVITIES	RESOURCES
	a. First Movement - Allegro Same form as the first movement of a sonata; it often starts with a slow introduction. b. Second Movement Adagio - slow Usually the same form as the second movement of a sonata. c. Third Movement Scherzo (a joke or jest) A vivacious movement with strongly marked rhythm and sharp and unexpected contrasts in rhythm and in harmony. (This used to be a conventional minuet, as in a sonata, but Beethoven adapted the Scherzo.) d. Fourth Movement Allegro or Presto (fast) - Rondo form Be sure to go over the Sonata Form before you get to the symphony. Also, do not try to go through all four movements of a symphony in one day. Spend one lesson on each movement.	SYMPHONY #94 IN G - Haydn from Surprise Symphony SYMPHONY #101 IN D - Haydn from Clock Symphony SYMPHONY #5 IN C MINOR op 67 Beethoven

CONCEPTS AND SKILLS	TEACHER AND PUPIL ACTIVITIES	RESOURCES
	3. BALLET Either a spectacular dance, accompanied by music and introduced in an opera or other stage piece or pantomime, with music and dance setting forth the thread of the story. Ballet music does not depend upon the dance for its performance, it can be played separately.	RECORDINGS BILLY THE KID - Copland (American) RODEO - Copland THE FIREBIRD SUITE - Stravinsky (Russian) NUTCRACKER SUITE - Tschaikovsky (Russian)
C. Creativity	Encourage the children to interpret the music by making up a dance, composition in words, dramatizing, or painting what the music has said to them. Inspire some of them to create musical compositions of their own, using some of the simpler forms such as AB, ABA, Rondo and Theme with Variations.	
D. Integration of Art and Music		
1. Form and Rhythm	Form in art and music can be compared through: 1. Rhythm of repeated patterns, shapes, or colors. 2. Lines and their interactions which form the design of a work of art or a musical composition.	Use pictures by great artists as illustrations of these forms. Look in your school library.

CONCEPTS AND SKILLS	TEACHER AND PUPIL ACTIVITIES	RESOURCES
2. Tone Color	Develop perception and sensitivities to the uses and effects of color in works of art and in the environment. Recognize the effectiveness of color in words used in poetry, language, and literature. In music, tone color is achieved by the differences in timbre between voices and instruments and in the dynamics in the music (louds and softs). Guide the children to listen for differences in tone in the recordings which they hear.	
3. Texture	The blending of elements (texture) is achieved in music through the blending of parts (especially in harmony) and in painting through the blending of pigment and brushwork.	
E. Study of the Music of Several Great Composers	Enlarge the study of the following composers who were introduced during the Third and Fourth Grades.	
	JOHANN SEBASTIAN BACH	
	Picture and Biography	PORTRAITS OF GREAT COMPOSERS Bowmar
	SONG - "The Piper's Tune"	THIS IS MUSIC, Book 5 page 39
	RECORDING - "Organ Music of the Bach Family" Carl Weinrich	RCA Victor Educational Sales

CONCEPTS AND SKILLS	TEACHER AND PUPIL ACTIVITIES	RESOURCES
	LUDWIG VAN BEETHOVEN	
	Picture and biography	PORTRAITS OF GREAT COMPOSERS
	SONG - "The Scale"	THIS IS MUSIC, Book 5, page 16
	Coordinate the study of the form of Symphony with this composer	
	RECORDING - "Symphony #5 in C Minor" op, 67	
	FRANZ JOSEPH HAYDN	
	Picture and Biography	PORTRAITS OF GREAT COMPOSERS
	SONG - "Glorious Things of Thee Are Spoken"	THIS IS MUSIC, Book 5, pages 54-55
	A unit on Haydn is found on pages 54-58 of This Is Music, Book 5. Use it in preparation for hearing:	
	RECORDING - "String Quartet in C Major" ("Emperor" String Quartet)	GREAT COMPOSERS - Disney Picture of String Quartet - Bowmar Instrumental Pictures.
	WOLFGANG AMADEUS MOZART	
	Picture and biography	PORTRAITS OF GREAT COMPOSERS
	SONG - "The Bird Keeper"	THIS IS MUSIC, Book 5, page 45

CONCEPTS AND SKILLS	TEACHER AND PUPIL ACTIVITIES	RESOURCES
	Review excerpts from "The Magic Flute" (heard in Grade 4)	
	Introduce: RECORDING - "Concerto for Clarinet and Orchestra" Goodman and Boston Symphony	RCA Victor Educational Sales
	Introduce the Following Composers and Their Music:	
	ANTON DVORÁK (Bohemia)	
	Picture and biography	PORTRAITS OF GREAT COMPOSERS
	SONG - Teach the Negro Spiritual "Swing Low, Sweet Chariot" which Dvorak thought very beautiful and which influenced his music.	THIS IS MUSIC, Book 5, page 147
	RECORDING - "Symphony #5 in E Minor (New World Symphony)	
	GEORGE FREDERICK HANDEL (Germany)	
	Introduce this unit around Christmas with the Oratorio Form.	
	Picture and Biography	PORTRAITS OF GREAT COMPOSERS
	SONG - "Joy to the World"	THIS IS MUSIC, Book 5, page 196
	RECORDING - "The Messiah (Highlights from)	

CONCEPTS AND SKILLS	TEACHER AND PUPIL ACTIVITIES	RESOURCES
	FRANZ SCHUBERT (Germany)	
	Picture and biography	PORTRAITS OF GREAT COMPOSERS
	SONG- "The Linden Tree"	THIS IS MUSIC, Book 5, page 89
	RECORDINGS - "Romance" played by Rubenstein Ballet Music from "Rosa Munde" "Symphony in B Minor #8" ("unfinished symphony")	On back of GRIEG PIANO CONCERTO RCA Victor Regular Retail Sales RCA Victor Regular Retail Sales
	JOHN PHILIP SOUSA (American)	
	A unit on this famous American band master is found in the Teacher's and Pupil's textbooks.	THIS IS MUSIC, Book 5, pages 201-204
	Discuss the difference between the instruments of a band and orchestra. (The band has no strings.)	
	RECORDING - "Sousa Forever" Marches	
	GEORGE GERSHWIN (American)	
	Picture and biography	PORTRAITS OF GREAT COMPOSERS
	RECORDINGS - "An American in Paris" "Rhapsody in Blue"	Ask your Music Consultant for Gershwin songs which would be suitable for Grade 5.

CONCEPTS AND SKILLS	TEACHER AND PUPIL ACTIVITIES	RESOURCES
	FERDE GROFE (American) Picture and biography RECORDINGS - "Grand Canyon Suite" "Mississippi Suite"	PORTRAITS OF GREAT COMPOSERS Review "Suite" as defined in the Form Section of the Grade 4 Guide.
F. Instruments	Continue the study of the families of the orchestra which are listed in the Grade 3 Section on Instruments. The children should be learning to identify these instruments by sight and sound more readily than they did in the previous grades.	MEET THE INSTRUMENTS POSTERS - Bowmar Films from County Library Listen for the sounds of instruments in all the recordings which the children hear.
C. Major and Minor Mode	The children should be able to label a composition "major" or "minor" quite readily.	For review, see the major and minor explanation in the Grade 4 Listening Section.
II. RHYTHM	Keep extending the perceptions of the great variety in uses of rhythm in music, in the other arts, and in every day life. The children should be developing more facility in distinguishing beat, accent and rhythmic pattern of m- composition. They should also be recognizing more complex patterns than in the previous grades, including syncopation	

ELEMENTARY MUSIC GUIDE	PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS	GRADE 5
CONCEPTS AND SKILLS	TEACHER AND PUPIL ACTIVITIES	RESOURCES
	The individual child should be able to reproduce rhythm patterns accurately. Use folk dances for body movements.	
A. Meter	Continue the study of the following: $\frac{2}{4}$ $\frac{3}{4}$ $\frac{4}{4}$ $\frac{6}{4}$ C $\frac{3}{8}$ $\frac{6}{8}$ $\frac{9}{8}$ $\frac{2}{2}$ ¢ $\frac{6}{8}$ $\frac{3}{8}$ $\frac{9}{8}$ Sight read rhythm patterns in the above meters.	
B. Creativity	Improvise rhythms in a variety of meters, using rhythm instruments. Work in groups to create compositions using several rhythmic patterns simultaneously. Make up dance steps using more complex rhythms.	Standard set of rhythm instruments for use with older children
III. NOTATION	Continue the review of the following elements which were presented in the preceding grades: ♩ QUARTER NOTE - 1 count 𝄽 QUARTER REST - 1 count of silence 𝅗𝅥 HALF NOTE - 2 counts	

CONCEPTS AND SKILLS

TEACHER AND PUPIL ACTIVITIES

HALF REST - 2 counts of silence

DOTTED HALF NOTE - 3 counts

WHOLE NOTE - 4 counts

WHOLE REST - 4 counts of silence

EIGHTH NOTE - 1/2 count

EIGHTH REST - 1/2 count of silence

TIED NOTES

DOTTED QUARTER NOTE - 1-1/2 counts

G CLEF OR TREBLE CLEF

BAR LINE

DOUBLE BAR

STAFF

MEASURE The section of the staff between two bar lines is called a measure.

REPEAT SIGN

ACCENT

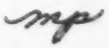
D. C. AL FINE (Go back to the beginning of the song and sing until you come to the part that says "Fine".

RESOURCES

Tie in with Math:

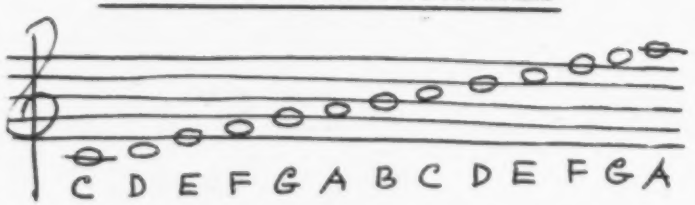
$8\frac{1}{2}$ $\quad$ 1

o x o = 16

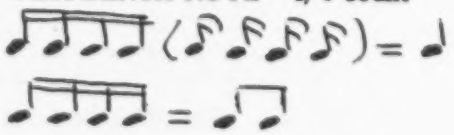
CONCEPTS AND SKILLS	TEACHER AND PUPIL ACTIVITIES	RESOURCES
	1. 2. FIRST AND SECOND ENDING SIGN (When you have played or sung the First Ending measure, go back and sing or play through again - omitting the First Ending and substituting the Second Ending). FERMATA - hold CUT OR BREAK Dynamic Markings (Shadings) PIANO - soft  MEZZO PIANO - medium soft FORTE - loud MEZZO FORTE - medium loud FORTISSIMO - very loud A TEMPO up to the original speed STACCATO (soft and crisp) CRESCENDO (Get gradually louder) DECRESCENDO (Get gradually softer)	

CONCEPTS AND SKILLS

TEACHER AND PUPIL ACTIVITIES



SIXTEENTH NOTE - 1/4 count



SIXTEENTH REST - 1/4 count of silence

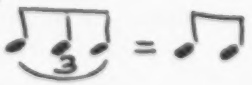
D.S. AL FINE - Go back to the sign and sing to "Fine".

SHARP - raises a note one half step.

FLAT - lowers a note one half step

NATURAL - takes away a sharp (lowering the note one-half step). Also, takes away a flat (raising the note one-half step).

TRIPLET - three notes sung in the time of two notes.



SLUR

RESOURCES

Look in the Third Grade section on Notation for ways of learning these notes.

CONCEPTS AND SKILLS

TEACHER AND PUPIL ACTIVITIES

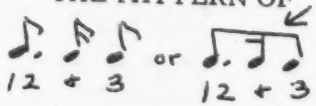
GRACE NOTE - Small, ornamented note, played or sung quickly and not counted in the note value of the measure).

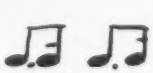
MAJOR SCALE PATTERN -
1 2 3 4 5 6 7 8
1/2 step 1/2 step
(all the others are whole steps)

Introduce:

DOTTED EIGHTH NOTE
in 4 = 3/4 count
4

in 6 = 1 1/2 counts
8
(In 6 time, all note values are doubled.)
8

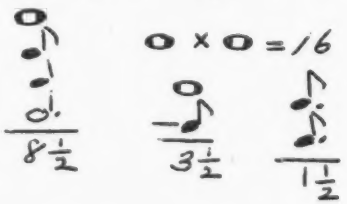
THE PATTERN OF  IN 6:
8
12 + 3 or 12 + 3

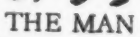
THE PATTERN OF  IN VARIOUS METERS:

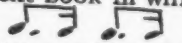
RESOURCES

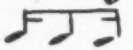
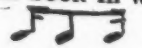
A standard set of music flash cards is a great help in either reviewing or teaching notation.

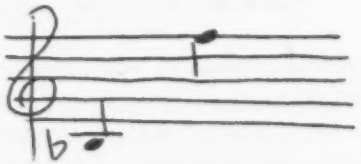
Tie in with Math:



Songs in This Is Music, Book 5 in which  appears:
BLOW THE MAN DOWN page 59
WHOOPEE TI-YI-YO page 133

Songs in text book in which appears: 
THE FARMER COMES TO TOWN page 133
ROLL ON, WAGONS page 115
(in the rhythm accompaniment for the song above)
FAREWELL SONG page 134
KUM BA YA page 163
WITCHES page 183

CONCEPTS AND SKILLS	TEACHER AND PUPIL ACTIVITIES	RESOURCES
	THE PATTERN OF IN VARIOUS METERS: 	Song in text book in which appears  THE SON OF THE COUNT page 175
	The children should be able to find the key tone in all major keys.	Ask your Music Consultant to teach a demonstration lesson on this.
	Introduce the construction of the natural minor scale and the finding of the relative minor key tone.	THIS IS MUSIC, Book 5 , page 21
	Introduce the construction of the Pentatonic Scale.	THIS IS MUSIC, Book 5 , page 122
	The children should be able to recognize by sight and sound the tonic, sub-dominant, and dominant seventh chords. (Notated as I, IV, V_7). Singing these chords is good ear training and also good for part singing.	Ask your Music Consultant to teach a demonstration lesson on this. Use the autoharp, guitar, or piano to play the chords.
	Teach the following tempo markings and their meanings: ANDANTE - moving, moderately slow ADAGIO - slow; leisurely LENTO - slowly but not dragging LARGO - the slowest temp mark; large and broad MODERATO - moderately ALLEGRO - lively, brisk, rapid ALLEGRETTO - moderately fast; slower than allegro PRESTO - faster than allegro VIVACE - lively, animated, brisk.	

CONCEPTS AND SKILLS	TEACHER AND PUPIL ACTIVITIES	RESOURCES
IV. SINGING	The children should have fun singing. The majority of the children should be singing with good tone quality, good diction, good rhythm, and accurately and independently within the range of B Flat to F. 	
	The children should possess a repertoire of many songs from various places and periods in our country in addition to songs from other countries. The children should reveal sensitivity to musical expressiveness by singing with appropriate tempos and dynamics.	Consult the classified index of your Teacher's Edition of This Is Music, Book 5. Also, ask your Music Consultant for help.
A. Intervals		
1. Sing, hear, and recognize intervals by sight.	An interval is the difference in pitch between two tones, generally measured from the lower tone to the higher tone. Major Second - C to D Minor Second (half step) - C to C# Major Third - C to E Minor Third - C to Eb Perfect Fourth - C to F Perfect Fifth - C to G Octave - C to C	Chromatic Pitch Pipe

CONCEPTS AND SKILLS	TEACHER AND PUPIL ACTIVITIES	RESOURCES
	The intervals listed above are review from the Fourth Grade. Introduce the following: Sixth - C to A Seventh - C to B Practice singing intervals by writing the scale on the board and pointing to the interval you wish the class to sing. (Use your pitch pipe to make sure they are singing accurately). Sing intervals with letter names without looking at the board. Concentrate on hearing them. Also play them on melody instruments.	Tone Bells, piano, etc.
B. Reading Vocal Music	Follow this procedure in having your class read a song for the first time. 1. Determine the Time and Key signatures. 2. Clap the rhythm of the song. 3. Read the words in rhythm. 4. Isolate difficult note patterns and sing them with the letter names until they are accurate. 5. Sing the entire song with the letter names. 6. Sing the song with the words, observing tempo markings and dynamics and using good diction.	
C. Harmony	Continue the use of rounds, canons, songs with descants, and partner songs.	

CONCEPTS AND SKILLS	TEACHER AND PUPIL ACTIVITIES	RESOURCES
	The children should be able to harmonize in two part songs with ease.	Two part songs in THIS IS MUSIC, Book 5, pages 40, 51, 65, 67, 77, 92, 99, 102 104, 119, 120, 125, 135, 137, 142, 144, 145, 150, 166, 169, 171, 24, 36, 26. 34, 39, 43, 62, 72, 75, 79, 96, 113, 118, 134. 159, 202.
	Towards the end of the year, introduce the singing of some simple three part songs.	Songs with three parts in THIS IS MUSIC, Book 5, pages 64, 180, 193, 35, 147.
	The children should indicate an awareness of the accompaniment as they sing.	Use autoharp, piano, guitar, and other instruments which the children in your class can play. It is also fun to sing along with recordings.
D. Creativity	Encourage the children to compose songs both in unison and in parts.	
E. Performance	Encourage the children to perform the compositions which they have created. Several children will enjoy singing in the Fifth and Sixth Grade Chorus where they can work on more challenging music and also gain pleasure and experience from public performance. Some of the children will like to form classroom ensembles for the pleasure of harmonizing in a more intimate group.	

CONCEPTS AND SKILLS	TEACHER AND PUPIL ACTIVITIES	RESOURCES
V. FIELD TRIPS	Music field trips can be fun if the children are properly prepared for them. Hearing professional performers, seeing a huge symphony orchestra perform, and seeing an opera or operetta performed in a large theatre can be a memorable and educational experience for a child.	WHEELER BECKETT CONCERTS at Lincoln Center. Programs are sent in advance so the children can prepare for what they will hear. A large symphony orchestra performs and various instruments are introduced to and demonstrated for the children. Ask your Music Consultant for information concerning the above and other programs. Additional Fifth Grade Music Books: MAKING MUSIC YOUR OWN, Book 5 Silver-Burdett DISCOVERING MUSIC TOGETHER, Book 5, Follett EXPLORING MUSIC, Book 5, Holt, Rinehart, Winston. RECORDINGS MUSIC FOR THE HUMANITIES - Silver Burdett DANIEL BOONE - Tom Glazer FAREWELL SYMPHONY (On Great Composers)

CONCEPTS AND SKILLS

TEACHER AND PUPIL ACTIVITIES

RESOURCES

FOLK SONGS OF THE NEW WORLD
Roger Wagner Chorale
GEORGE M. COHAN MEDLEY (On "Irish Night at the Pops")
IRISH NIGHT AT THE POPS - Boston Pops
JOY OF CHRISTMAS - Mormon Tabernacle Choir and N.Y. Philarmonic
SEGOVIA - Guitar Solos
STORY OF JAZZ - Narration plus music
SYNCOPATED CLOCK AND OTHERS
Leroy Anderson

All recordings (unless otherwise listed) are available through:
Educational Record Sales
157 Chambers Street
New York, New York 10007

The County Library has a good group of records. Consult their catalogue.

FILMS
Use the County Film Library.

DANCES AND RHYTHMS from:
Folkraft Records
1159 Broad Street
Newark, New Jersey

RHYTHMS FOR GROUP ACTIVITIES
Album #22 - Skills

CONCEPTS AND SKILLS	TEACHER AND PUPIL ACTIVITIES	RESOURCES
		EASY MIXERS TRIO DANCES LINE DANCES ($1.50 per record) DANCE SYLLABUS - American Play Party, Square Dance, Folk Dance, Mixers Television, Radio, and Community Music Programs (Look in the Music Section of the paper and magazines) For help with any special units you may wish to develop, or other subjects with which you want to correlate music, see your Music Consultant

CONCEPTS AND SKILLS	TEACHER AND PUPIL ACTIVITIES	RESOURCES
I. LISTENING		
A. Enjoyment and Understanding	Select a variety of materials so that the children will learn to find enjoyment from many types of music. Rather than always listening for a story or scene to come to their minds, guide the children to learn to observe the musical elements of the composition - its melody, rhythm, harmony and form - and to recognize that its greatest charm may lie in one or more of these elements. Acquaint the children with the historical period surrounding the music, as well as some of the national characteristics, in order that they can better understand the work of the composer. Have the children recall melodic themes and rhythms which they have heard and perhaps play them on tone bells, piano, or rhythm instruments. Play compositions which have been heard either in the Sixth Grade classroom or in the preceding grades to encourage the children to remember what they have heard and thus to be able to discuss the works and style of several famous composers.	
B. Form	Develop an awareness of the prevalence of form, design, and structure in a city, in buildings, interior design and clothing as well as in music and the other arts.	

CONCEPTS AND SKILLS	TEACHER AND PUPIL ACTIVITIES	RESOURCES
	Review the following forms studied in the preceding grades:	
	1. Two and Three Part Song Form	See Form section of Grade 3 Guide
	2. Rondo Form	
	3. Theme and Variations	See Form section of Grade 4 Guide
	4. Suite	
	5. Sonata Form	See Form section of Grade 5 Guide
	6. Symphony	
	7. Ballet	
	Introduce the following:	
	1. OPERA A form of drama, of Italian origin, in which vocal and instrumental music are essential and predominant. The script is poetic and in several acts, usually preceded by instrumental introductions, consists of vocal scenes - recitatives, songs, arias, duets, trios, choruses, etc., accompanied by the orchestra.	
	"Opera Buffa" - versified comedy set to music with spoken interludes.	
	"Operetta" - the poem of the script is a comic mock - pathetic, paradistic, or anything but serious vein. The music is light and lively and often interrupted by spoken dialogue.	
	Units on the opera are found in the text books (both students' and teachers').	THIS IS MUSIC, Book 6, pages 147 and 156-157.

CONCEPTS AND SKILLS	TEACHER AND PUPIL ACTIVITIES	RESOURCES
	Use the following recordings: Great Operas - Disney Pirates of Penzance (operetta) - Gilbert and Sullivan Amahl and the Night Visitors (opera) Menotti Porgy and Bess (opera) - Gershwin	Education Records Sales County Library RCA Victor Educational Records 155 East 24th Street. New York, New York 10010
	2. ORATORIO An extended dramatic composition for vocal solos and chorus, with accompaniment by orchestra or organ (or both), sung without stage play or scenery. The text is usually religious. (Do this unit around Christmas and listen to the "Messiah"). Recordings: Highlights from "The Messiah" Handel	
	3. CONCERTO An extended composition for solo instrument or instruments, usually with orchestral accompaniment and in Sonata Form There are generally three movements to a concerto. A unit of the First Movement of Grieg's Piano Concerto in A Minor is located in the text book. Go over the themes with the class and ask them to identify them as they hear them and follow the music in their books.	See Form Section of Grade 5 Guide.

CONCEPTS AND SKILLS	TEACHER AND PUPIL ACTIVITIES	RESOURCES
	Recordings: Piano Concerto in A Minor Grieg	
	4. FUGUE A composition made up by a theme introduced by one section of the chorus or orchestra and being taken up successively by all parts, bringing each in turn into special prominence.	
	Recording: Fugue in A Minor - Bach	On GREAT COMPOSERS - Disney
D. Integration of Art and Music		
1. Form and Rhythm	Form in art and in music can be compared through: 1. Rhythm of repeated patterns, shapes, or colors. 2. Lines and their interactions which form the design of a work of art or a musical composition.	Use pictures by great artists as illustrations of these forms. Look in your school library.
2. Tone Color	Develop perception and sensitivities to the uses and effects of color in works of art and in the environment. Recognize the effectiveness of color in words used in poetry, literature, and language.	

CONCEPTS AND SKILLS	TEACHER AND PUPIL ACTIVITIES	RESOURCES
	In music tone color is achieved by the difference in timbre between voices and instruments and in the dynamics in the music (louds and softs). Guide the children to listen for differences in tone in the recordings which they hear.	
3. Texture	The blending of elements (texture) is achieved in music through the blending of parts (especially harmony); and in painting, the blending of pigment and brush work.	
E. Study of Several Great Composers (Relating to Social Studies Units)	FRIEDRICH SMETANA (Bohemia) Picture and biography	PORTRAITS OF GREAT COMPOSERS - Bowmar
	Themes from his composition "The Moldav" are found on page 173 of the text book. Play them on a melody instrument so that the children will recognize them when they hear them. Then encourage the children to identify the themes as they hear them - also, discuss their instrumentation and their effectiveness in description of the river and its surroundings.	THIS IS MUSIC, Book 6, page 173
	Recording: "The Moldav"	On back of THE SORCERER'S APPRENTICE
	FRANZ LISZT (Hungary) Picture and biography	PORTRAITS OF GREAT COMPOSERS Bowmar

CONCEPTS AND SKILLS	TEACHER AND PUPIL ACTIVITIES	RESOURCES
	Themes from his "Hungarian Rhapsody No. 2 in C# Minor" are found in the text book. Play them and discuss them so that the children will recognize the themes when they hear them. They should follow the books as they listen and be able to follow the themes both by sight and by sound.	THIS IS MUSIC, Book 6, page 169
	Recording: "Hungarian Rhapsody No. 2 in $C^{\#}$ Minor"	
	SERGEI RACHMANINOFF (Russia)	
	Picture and biography	PORTRAITS OF GREAT COMPOSERS - Bowmar
	Play his Concerto No. 2 in C Minor for the class. Tie in with the Minor Mode and Concerto Form.	
	Recording: "Concerto No. 2 in C Minor," played by Rubinstein	RCA Victor Educational Record Sales
	Additional Russian Composers Studied in Previous Grades:	
	SERGE PROKOFIEFF	LOVE FOR THREE ORANGES MARCH (on Grieg Piano Con certo)
	NIKOLAS RIMSKY	SCHEHERAZADE SUITE
	IGOR STRAVINSKY	FIREBIRD SUITE
	PETER ILLYITCH TSCHAIKOVSKY	OVERTURE TO 1812 NUTCRACKER SUITE

CONCEPTS AND SKILLS	TEACHER AND PUPIL ACTIVITIES	RESOURCES
	GEORGES BIZET (France)	
	Picture and biography	PORTRAITS OF GREAT COMPOSERS - Bowmar
	Discuss the opera "Carmen" and the fact that Bizet was copying the Spanish style of music. Play parts of the opera for the children and then compare this music with that of the Spanish composer below.	
	Story of Carmen Recording of Carmen	County Library
	MANUEL DE FALLA (Spain)	
	Picture and biography	PORTRAITS OF GREAT COMPOSERS - Bowmar
	Play music from the ballet "The Three Cornered Hat" and compare it with the Spanish music written by Bizet for the opera "Carmen".	
	Recording: "The Three Cornered Hat Suite"	On the recording SPAIN - RCA Victor Educational Record Sales
	JOHANN STRAUSS, JR. (Austria)	
	Picture and biography	PORTRAITS OF GREAT COMPOSERS
	Discuss Vienna as a great waltz center and talk about the life of the people in this era. Play some of the Strauss Waltzes for the children.	For information look in your school library or county library.
	Recording: "Strauss Waltzes"	106

CONCEPTS AND SKILLS	TEACHER AND PUPIL ACTIVITIES	RESOURCES
	GERMANY - review some of the works of the following composers listed in Grades 3, 4, & 5. FRANZ JOSEF HAYDN WOLFGANG AMADEUS MOZART LUDWIG VAN BEETHOVEN	
F. Instruments	Continue the study of the families of the orchestra which are listed in the Grade 3 Listening section on Instruments. The children should be learning to identify these instruments by sight and sound more readily than they did in the previous grades.	MEET THE INSTRUMENTS POSTERS. - Bowmar Films from County Library Sounds of instruments in all the recordings which the children hear.
G. Major and Minor Mode	The children should be able to label a composition "major" or "minor".	See explanation in Grade 4 Listening section.
II. RHYTHM	Continue to develop an awareness of the many rhythms which surround us in the other arts and in every day life. Help the children to develop facility in using more complex rhythms, both in singing and in playing. Use folk dances for body movement.	
A. Meter	Review: $\frac{2}{4}$ $\frac{3}{4}$ $\frac{4}{4}$ $\frac{6}{4}$ C $\frac{3}{8}$ $\frac{6}{8}$ $\frac{9}{8}$ $\frac{2}{2}$ ¢ $\frac{6}{8}$ $\frac{3}{8}$ $\frac{9}{8}$	

CONCEPTS AND SKILLS	TEACHER AND PUPIL ACTIVITIES	RESOURCES
	Read rhythm patterns in the above meters and changing meters.	
B. Creativity	Improvise rhythms in a variety of meters, using rhythm instruments.	Standard Set of Rhythm Instruments
	Work in groups to create compositions using several rhythmic patterns simultaneously	
	Make up dance steps using more complex rhythms.	
III. NOTATION	Continue reviewing the following elements of notation which were presented in the preceding grades. ♩ QUARTER NOTE - 1 count 𝄽 QUARTER REST - 1 count of silence 𝅗𝅥 HALF NOTE - 2 counts 𝄼 HALF REST-2 counts of silence 𝅗𝅥. DOTTED HALF NOTE - 3 counts 𝅝 WHOLE NOTE - 4 counts 𝄻 WHOLE REST - 4 counts of silence	Tie in with Math 9 + 3d. 8 ½ o x o = 16 o - d. 1

CONCEPTS AND SKILLS

TEACHER AND PUPIL ACTIVITIES

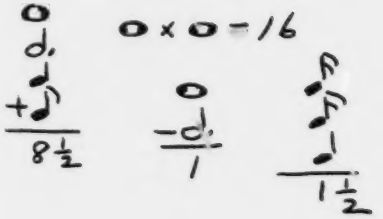
- EIGHTH NOTE - 1/2 count
- EIGHTH REST - 1/2 count of silence
- TIED NOTES
- DOTTED QUARTER NOTE - 1 1/2 counts
- SIXTEENTH NOTE - 1/4 count
- SIXTEENTH REST - 1/4 count of silence
- DOTTED EIGHTH NOTE - 3/4 count

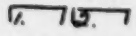
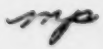
(In 6 time, all of the rest and note values listed above would be doubled.)

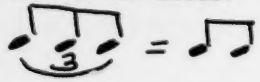
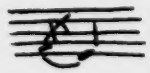
- G CLEF OR TREBLE CLEF
- BAR LINE.
- DOUBLE BAR
- STAFF
- MEASURE
- REPEAT SIGN
- ACCENT

RESOURCES

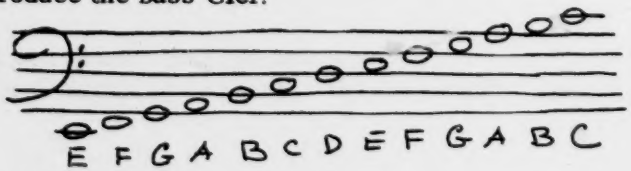
Tie in with Math:



CONCEPTS AND SKILLS	TEACHER AND PUPIL ACTIVITIES	RESOURCES
	D. C. AL FINE Go back to the beginning of the song and sing until you come to the part that says "Fine". D.S. AL FINE Go back to the sign ( ) and sing to "Fine".  FIRST AND SECOND ENDING SIGN (When you have played or sung the First Ending measure, go back to the beginning of the section, or the song, and sing or play it again - omitting the First Ending and substituting the Second Ending in its place). FERMATA - hold // CUT OR BREAK Dynamic markings (shadings) PIANO - soft  MEZZO PIANO - medium soft FORTE - loud MEZZO FORTE - medium loud FORTISSIMO - very loud	

CONCEPTS AND SKILLS	TEACHER AND PUPIL ACTIVITIES	RESOURCES
	A TEMPO - up to the original speed	
	STACCATO - short and crisp	
	CRESCENDO - get gradually louder	
	DECRESCENDO - get gradually softer	
		Look in the Grade 3 section on Notation for ways of learning these notes.
	SHARP - raises a note one half step	
	FLAT - lowers a note one half step	
	NATURAL - takes away a sharp (lowering the note one half step); also takes away a flat (raising the note one half step).	A standard set of Music Flash Cards is a great help in either reviewing or teaching notation.
	TRIPLET - three notes sung or played in the time of two notes. 	
	SLUR	
	 GRACE NOTE - small ornamental note, played or sung quickly and not counted in the note value of the measure.	

CONCEPTS AND SKILLS	TEACHER AND PUPIL ACTIVITIES	RESOURCES
	MAJOR SCALE PATTERN 1 2 3 4 5 6 7 8 1/2 step 1/2 step (All the other steps are whole steps) NATURAL MINOR SCALE PATTERN 1 2 3 4 5 6 7 8 1/2 step 1/2 step PENTATONIC SCALE - played on the following tones of the major scale. 1 2 3 5 6 8 The children should be able to find the key tone in all major and relative minor keys. The children should be able to recognize by sight and sound the tonic, sub-dominant and dominant seventh chords. (Notated as I,IV, V_7) Singing these chords is good ear training and also good for part singing. Review the following tempo markings and their meanings: ANDANTE - moving, moderately slow ADAGIO - slow, leisurely LENTO - slowly but not dragging LARGO - the slowest tempo mark; large and broad	Ask your Music Consultant to give you help in teaching these concepts. Ask your Music Consultant for help with all of this chord study. Use the autoharp, guitar, or piano to play the chords.

CONCEPTS AND SKILLS	TEACHER AND PUPIL ACTIVITIES	RESOURCES
	MODERATO- moderately ALLEGRO - lively, brisk, rapid ALLEGRETTO - moderately fast; slower than allegro PRESTO - faster than allegro VIVACE - lively, animated, brisk Introduce the Bass Clef:  	
IV. SINGING	The children should enjoy singing. The majority of the children should be singing with good tone quality, good diction, good rhythm, good breath control, good posture, and accurately and independently. Be aware that the boys' voices approaching change may have a temporary limitation of range. Help to increase the children's repertoire of many types of songs.	Consult the classified index of THIS IS MUSIC, Book 6, for songs for specific purposes. Also, ask your Music Consultant for help.
A. Intervals	An interval is the difference in pitch between two tones, generally measured from the lower tone to the higher tone. Major Second - C to D Minor Second (half step) - C to $C^{\#}$ Major Third - C to E Minor Third - C to E^{b}	

CONCEPTS AND SKILLS	TEACHER AND PUPIL ACTIVITIES	RESOURCES
	Perfect Fourth - C to F Perfect Fifth - C to G Sixth - C to A Seventh - C to B	
	Practice singing intervals by writing the scale on the board and pointing to the interval you wish the class to sing. (Use your pitch pipe to make sure they are singing accurately.)	Chromatic Pitch Pipe
	Sing intervals with letter names without looking at the board. Concentrate on hearing them. Also play them on melody instruments.	Tone bells, piano, etc.
B. Reading Vocal Music	See method of teaching a reading song in Singing Section of Grade 5 Guide.	
C. Harmony	Continue the use of rounds, canons, songs with descants, partner songs, and two part songs.	
	Do chord blending in three parts. Example: Part 1 / Part 2 / Part 3 Sing C E G Change B F G Return to C E G	
	Work on three part songs.	THIS IS MUSIC, Book 6, pages 30, 35, 38, 58, 93, 98, 105, 115, 130, 139, 160, 163, 167, 196, 205, 207-209.

114

CONCEPTS AND SKILLS	TEACHER AND PUPIL ACTIVITIES	RESOURCES
D. Creativity	Improvise a harmonizing part to familiar songs, vocally. Compose songs, showing knowledge of tone color, form, harmony, and rhythm.	
E. Performance	Organize classroom ensembles. Sing for class programs. Sing in the School Chorus.	
V. FIELD TRIPS	See Field Trip Section of Grade 5 Guide.	

Additional Sixth Grade Music Books:

DISCOVERING MUSIC TOGETHER, Book 6, Follett
MAKING MUSIC YOUR OWN, Book 6, Silver-Burdett
EXPLORING MUSIC, Book 6, Holt, Rinehart, Winston

RECORDINGS

MUSIC FOR THE HUMANITIES - Silver-Burdett
AFTERNOON OF A FAWN - Debussy
CHOPIN, PIANO MUSIC - played by Horowitz
FOUNTAINS OF ROME - Resphigi
SORCERER'S APPRENTICE - Dukas

CONCEPTS AND SKILLS

TEACHER AND PUPIL ACTIVITIES

RESOURCES

LA MER - Debussy
THE MONTHS AND THE SEASONS - Tschaikovsky
PINES OF ROME - Resphigi
ROMANIAN RHAPSODIES, Nos. 1 & 2 Enesco
SOUND OF WAGNER - Excerpts
STORY OF JAZZ - Narration plus Music

All recordings (unless otherwise listed) are available through:
Educational Record Sales
157 Chambers Street
New York, New York 10007

The County Library has a good group of records. See their catalogue at the library.

FILMS
Use the County Film Library

DANCES AND RHYTHMS from:
Folkraft Records
1159 Broad Street
Newark, New Jersey

RHYTHMS FOR GROUP ACTIVITIES
EASY MIXERS
TRIO DANCES
LINE DANCES
DANCE SYLLABUS FOR ELEMENTARY SCHOOL

CONCEPTS AND SKILLS	TEACHER AND PUPIL ACTIVITIES	RESOURCES
		Television, Radio, and Community Music Programs (Look in the Music Section of the newspaper and magazines)